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ABSTRACT

The classroom interactions and activities described in this document are intended to provide experiences that will increase the probability of the occurrence of each of the response constituents of motivation to achieve in learning in school. These materials have been organized into five units; each unit emphasizes one of the five constituents: affective, conceptual, purposive, instrumental, and evaluative. The purpose of such an organization is to enable the teacher to focus her attention on and increase her ability to perceive the unique nature of each of the responses. Within each unit, one constituent of motivation is magnified at one time, and another at another time. In Unit II it is suggested that the teacher set up some goals for each child in order to give him an opportunity to do something that he will be able to do and thus to help him increase his self-confidence, whereas in Unit III it is suggested that the child be encouraged to set up his own goals. The primary focus of all the experiences suggested is to develop a child's ability to function in processes, i.e., ways of thinking. (CK)

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MOTIVATION CURRICULUM

A Curricular Module Designed to Promote
Motivation for School Achievement

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August 1971

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FOREWORD

This manual is an outcome of several years of work, much of it supported through contracts and grants from the Office of Economic Opportunity. Although funding from this office for further development and assessment of the curriculum is expected to continue for an additional year, so much interest in the materials developed to date has been evident that it seems worthwhile to present the manual in its present state.

The overall project to measure and teach motivation to preschool children has been a major interest of the two principal collaborators, the Director of the University of Hawaii Center for Research in Early Childhood Education, (Dorothy C. Adkins) and Bonnie L. Ballif, who has continued to work actively on the project after leaving the University of Hawaii staff to accept a position at Fordham University. Many of the materials have been drafted and tried out in preliminary form on classes in New York City by Dr. Ballif and research assistants hired under a subcontract with Fordham University, Dr. Leticia M. Asuzano and Rosanne Alberts. Later, the materials have been revised, supplemented, and re-revised on the basis of experience of the Center staff and teachers in Head Start classes in Hawaii.

Many of the staff of the Hawaii Center for Research in Early Childhood Education have contributed to the project at various stages. Mrs. Hannah Herman and Dr. Renato Espinosa, both formerly occupying the role of Assistant Director of the Center, and later Dr. Michael O'Malley, currently in this position, have been actively concerned at all stages. Experienced preschool teachers on the staff, Mrs. Phyllis

Loveless and Mrs. Gloria Daley, have reviewed all of the materials from their vantage points, consulting at length with other members of the Center staff, with teachers who applied the curriculum, and with parents of the Head Start children involved. In addition, Mrs. Daley has composed and prepared the illustrations.

Other current or former staff members who have not only reviewed the materials and methods but many of whom have also observed or actively applied them in Head Start classes include Annette Okimoto, Carole Hodges, Patricia MacDonald, Diane Selser, Patricia Nash, Lynne Solem, Jane Wilson, Kay Linn and Gertrude Zane, who was also a Head Start teacher-director who applied the curriculum. Additional Head Start teachers who used the curriculum and were very helpful through their criticisms and suggestions are Diane Neill, Carole Hochfelson, Georgiana Williams, Dolores Rowell, Edith Kashinoki, Doreen Tang, Laura Takashiba, Jane Iwashita, and Marshann Snyder.

INTRODUCTION

The classroom interactions and activities described here are intended to provide experiences that will increase the probability of the occurrence of each of the response constituents of motivation to achieve in learning in school. These materials have been organized into five units; each unit emphasizes one of the five response constituents: affective, conceptual, purposive, instrumental, and evaluative. Within each unit, a description of the nature of the teacher-child interaction critical in determining motivation for learning in school precedes a description of a series of specific classroom activities. Although the important characteristics of this interaction most directly related to each of the five response constituents of motivation are described as Ongoing Activities for each unit, these activities for each unit should be ongoing from the beginning and continue throughout the total intervention period.

The presentation of these materials in units is the result of an arbitrary organization of the response constituents which, although separately identifiable, most likely occur in combination. The purpose of such an organization is to enable the teacher to focus her attention on and increase her ability to perceive the unique nature of each of the responses. Furthermore, the combined ongoing activities are the most important determinants of motivation to achieve. The specific activities are simply illustrative ways of creating classroom situations so that each child has an opportunity to either see, imitate, make, or be reinforced for making one of the response constituents.

Within each unit, one constituent of motivation is magnified at one time, and another at another time. This shifting of emphasis may make it appear that some of the ongoing activities conflict with each other. For example, in Unit II it is suggested that the teacher set up some goals for each child in order to give him an opportunity to do something that he will be able to do and thus to help him increase his self-confidence; whereas in Unit III it is suggested that the child be encouraged to set up his own goals, and in fact, teachers are instructed not to impose their objectives upon the child. Both of these approaches should be ongoing for different reasons: the child should have several opportunities each day to see himself as competent, the teacher may need to help structure the situation so that this is possible. At the same time, the child should have several opportunities each day to learn to set up his own objectives and let them direct his behavior. Ultimately, the child should be able to set up his own realistic goals and accomplish them as well. At this point, however, the teacher may need to emphasize both aspects continually but at different times.

The primary focus of all of the experiences suggested here is to develop a child's ability to function in processes, i.e., ways of thinking. The actual content of the specific activity is immaterial; it is the experience the activity provides for the child to learn a process that is critical. In order to do this, an experience must either expose the child to a model of the response being taught or it must elicit and reinforce the response from the child. The teacher and other children should continually and naturally model each of the responses for each other. Many situations should be structured to elicit the desired response from the child, and each slight attempt the child may make to respond in the desired manner should be reinforced by the teacher and the child's peers.

Many of the suggested exercises that follow are to be conducted in sessions involving one child and the teacher. It is suggested that the teacher prepare the children for this type of individual instruction and that she be careful to select an opportune moment in which to work with each child. Although it may be difficult to catch each child at the ideal moment, working with one child at a time gives the teacher an opportunity to adjust each activity to each child.

If a particular activity appears to be entirely too difficult for a child, the teacher should first give the child plenty of time to produce the desired response in order to help him become aware that there is a response that he has an opportunity to make. If, however, the child is not able to make the response, after a reasonable period of time the teacher should either model the response for him or draw to the child's attention a peer who is modeling the response. The child should then immediately be given a chance to imitate the correct manner of responding and should be reinforced for doing so. If, on the other hand, a child is already able to give the required response easily, the teacher should increase the difficulty of the task at hand so that the child will be required to move beyond what he has been able to do in the past.

The adjusting of the activities to meet the levels of development and the unique situations of the children being taught is recommended as long as the nature of the experience the activity has been designed to create is not destroyed. The content of the activities is simply a vehicle by which the responses themselves are learned. Each activity has been carefully analyzed for consistency with the theoretical foundation and included to provide one of the critical experiences necessary to increase the responses in question. The activities have also been tried out in several different situations and with a number of children. Although evidence of their effectiveness is still being accumulated, they do appear promising as means to increase a child's motivation for learning in school.

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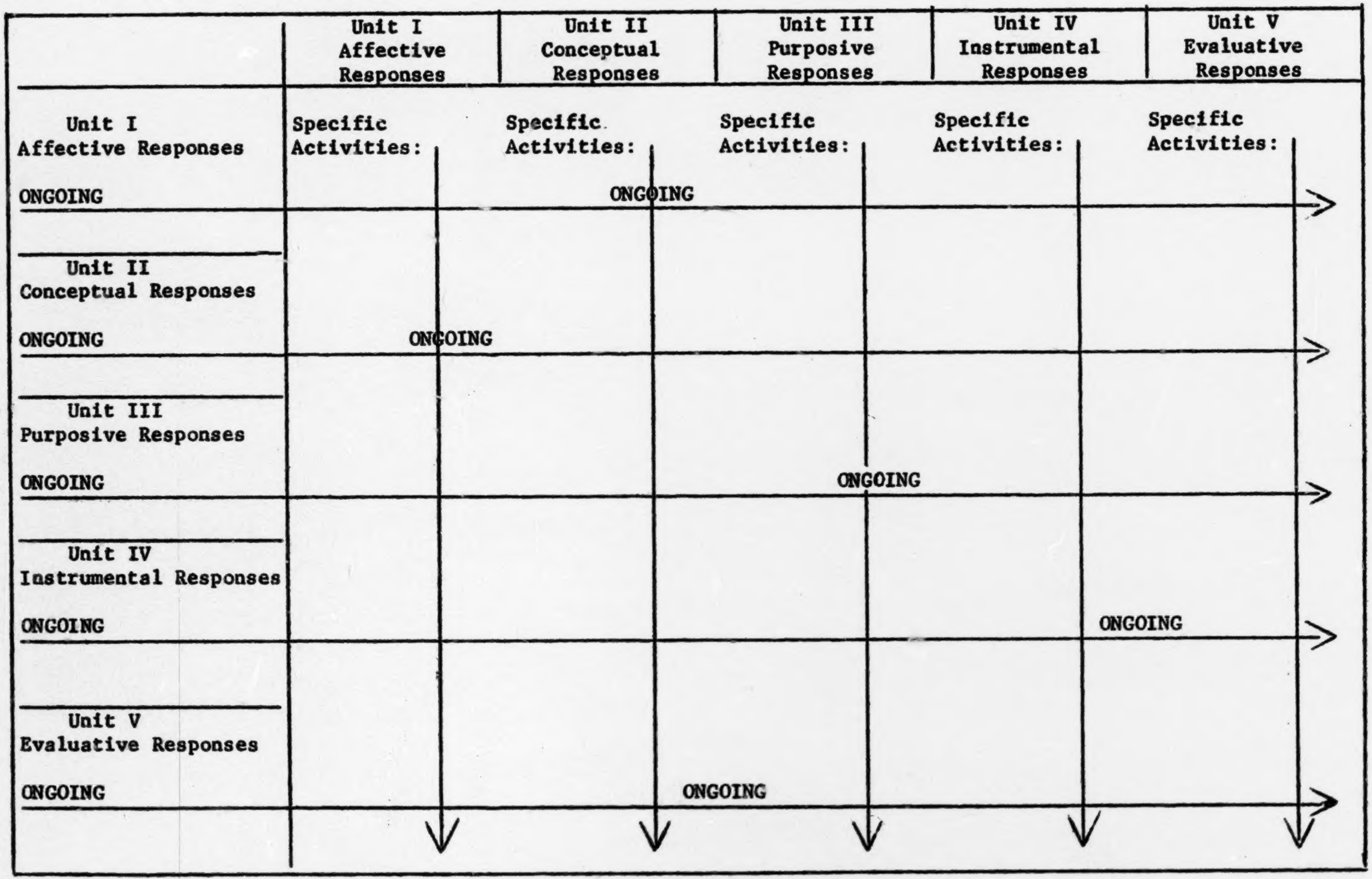
IMPLEMENTATION OF THE MOTIVATION CURRICULUM



	Unit I Affective Responses	Unit II Conceptual Responses	Unit III Purposive Responses	Unit IV Instrumental Responses	Unit V Evaluative Responses
Unit I Affective Responses ONGOING	Specific Activities:	Specific Activities: ONGOING	Specific Activities:	Specific Activities:	Specific Activities:
Unit II Conceptual Responses ONGOING	ONGOING				
Unit III Purposive Responses ONGOING			ONGOING		
Unit IV Instrumental Responses ONGOING				ONGOING	
Unit V Evaluative Responses ONGOING		ONGOING			

Good Feelings!

Unit I

AFFECTIVE RESPONSES

The purpose of this unit is to help each child learn to expect that learning in school will make his life in school more pleasant. When a child thinks about school and the activities that go on there, he will be motivated to participate only if he anticipates feeling good from such experiences. Any child can learn to expect pleasure from school activities, if he himself experiences good feelings and also sees others experiencing good feelings in school. Hence, every child must experience feeling good about learning and achieving in school. If the child is to feel good, he needs to be free from fear, anxiety, worry, embarrassment, discomfort, jealousy, boredom, etc. Avoiding situations that may give rise to these feelings requires the constant concentration of a teacher sensitive to the individual personalities of the children and the situations they find themselves in. The teacher-child interaction is critical to the child's being able to experience feeling good in school. The teacher must also structure situations that will assure the child of seeing models who anticipate pleasure from school experiences. In addition, she must help each child experience good feelings from learning. And, finally, she must reinforce each child for expecting changes in positive affect (e.g., "I will feel good when I can count to ten") or from participating in school activities.

ONGOING
ONGOING
ONGOING

Ongoing Activities

1. Be actively concerned about the well-being and happiness of each child, and treat each one with respect and appreciation.

2. Set clear, firm, and consistent limits on behavior. The children should be assured of security and fairness at all times.

3. Do all the little things that help children feel good in school; e.g., smile; use warm physical contact; personalize your interaction; use eye-to-eye contact; listen to children; show interest by asking questions, sitting next to them, playing with them, etc.

4. Know what gives the child pleasure and help to create opportunities for these situations to exist; e.g., being greeted warmly, sitting next to a friend, singing a favorite song, being asked by a friend to do something, being given a turn, watching the fish in the bowl, telling you something, telling the class about something he has done, helping you, finding out that you are fair, listening to a good story, seeing you smile, having a friend wait for him, squeezing the clay, laughing at a film, being called a friend, etc.

5. Be very sensitive to the children; be aware of their experiences; know what they talk about, how they spend their time, and where they go. Then present things that you know will be of interest to them and in a manner that they can understand.

6. Help each child learn to identify his specific feelings and to describe his feelings verbally.

7. Reinforce each attempt a child may make to identify, describe, or anticipate feelings of pleasure in school. This may be done by a quiet and sincere nod of approval; by a confirmation of the things the child is doing; and/or by saying, "I like the way..." or an expression of pleasure and pride in the child's responses.

8. Demonstrate your own enthusiasm for learning in school. Show curiosity and fascination with everything about you and verbalize your expectations of good feelings from learning and achieving in school.

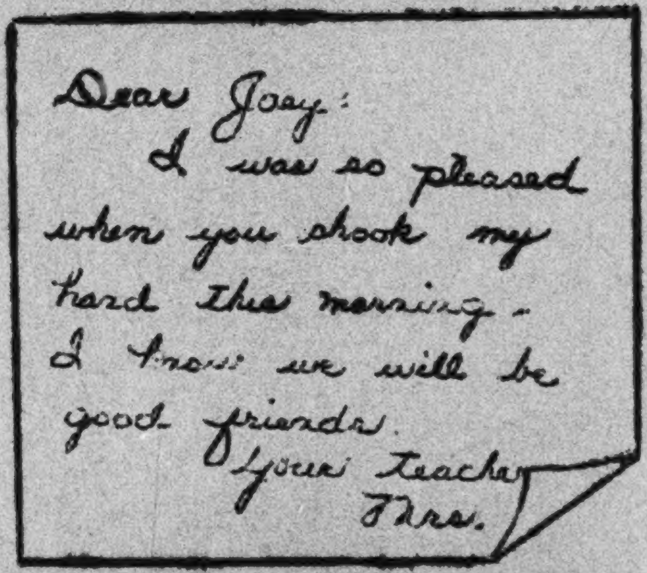
9. When you see particular children enjoying some aspect of school, draw their enjoyment to the attention of the rest of the class and help them to see each other enjoying school activities.

Specific Activities

1. This activity should help each child feel wanted and loved in school. Every morning greet each child with a warm hug as he comes into the classroom. Throughout the day, continue to give all the children physical evidence of your appreciation of them. This may be expressed in hugging, holding, rocking, patting on the back, or shaking hands. The nature of the contact may vary among teachers, from child to child, and according to the situation. Above all, it should be an honest expression of your appreciation for some characteristic of the child or his behavior. It should be accompanied, wherever appropriate, by words, e.g., "Hi!...," "I'm glad you're here today," etc.

   You could vary this activity by writing a short note to each child, telling the child how happy you are to have him in your class, thanking him for something he has done, or wishing him a happy weekend. The notes should be waiting for the children in their cubbyholes when they arrive, and you should take time to read each note to the child either individually or in the morning circle.

During the year, write short notes for special happenings; e.g., "You were so brave when you fell down," "Thank you for sharing your seashell with us yesterday," "We were so happy to have your mother with us," "I like the way you helped me clean the easels yesterday," etc.



Dear Joey:
I was so pleased when you shook my hand this morning. I know we will be good friends.
Your teacher
Mrs.

2. This activity is designed to help each child feel that he personally is liked and important. Every morning, you and the children sing the following song to the tune of "Happy Birthday to You."

Morning Greeting Song

Good morning to you,
Good morning to you,
Good morning everybody,
Good morning to you.

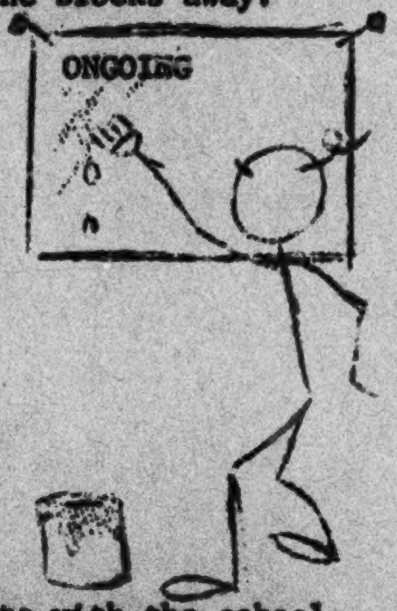
And what is your name?
And what is your name?
His (her) name is __________,
His (her) name is __________.

After the second line of the second verse has been sung, point to one child. This child should respond with his name, which should then be sung in the remaining two lines of that verse. Initially, each child should be given a turn to say his own name and have it sung. Later in the year, you may want to limit the number of names used on any one day, but be sure that each child has approximately an equal number of opportunities to take part. If a child is not ready to verbalize his name, you respond with that child's name and let the song continue. You can vary this activity by designating certain days to be a "Name Day." Explain that on this day each child is to be called by his complete name all day. Preferred names could also be substituted for complete names. In either case, name tags

MY NAME IS
(PETER)

may be worn and the child is understood to have the right to ask others what his name is throughout the day, e.g., "Teacher, before I put the blocks away you have to say my name."

3. In this activity, express your concern for each child individually. Reassure each child that you care about him as an individual and not just as another child in the group. This concern should be shown in a way that is natural to you, and in no instance should it be forced or artificial. One way this concern can be shown is for you to concentrate and comment on little things about the child, e.g., what the child is wearing, a new haircut, or a new bruise. It is important that in this activity you focus on the child himself and not his behavior, i.e., the color of his eyes rather than the way he puts the blocks away.

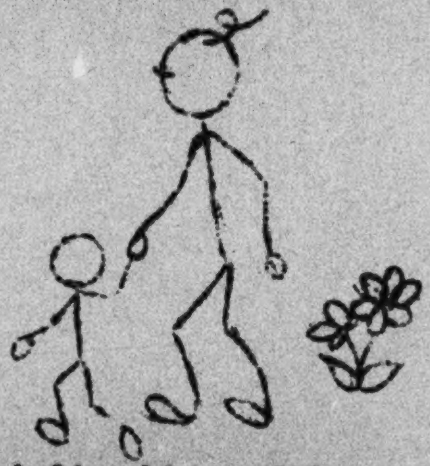


4. This activity is designed to help the child associate with the school situation the warm feelings he has with respect to his teacher. Take each child by the hand and walk around the classroom. As you go, show the child all the things there are in the room, from the light switch to your desk. Emphasize that this is the child's classroom and that it is for him to use. Certain areas even belong to him alone, e.g., his cubbyhole. In addition, explain in detail any unfamiliar objects, such as science equipment or tape recorders, and if possible, try them out.

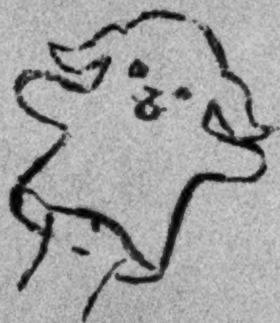
5. This activity is designed to give each child an opportunity actively to express positive feelings for many school objects. It should begin with your reading the story, Linda, by Frank Asch. As the story is read, emphasize that Linda said "good morning" to everyone she liked. Then have the children pretend that they are waking up. Tell them that when they are fully awake, they may go around the classroom and say "good morning" to everything that they like, e.g., toys, pictures, other children, painting materials, etc. Move among them, reinforcing their positive attitudes toward school.

6. The intent of this activity is to help the child feel important as an individual and to help him associate with various school activities the good feelings he has with respect to his teacher. Introduce this

activity during the morning circle so that the children will be prepared to enjoy the experience. The activity itself is for you to give a few minutes of complete attention to each child individually. During this period together, you and the child do whatever the child wants to do, e.g., play a game, sing a song, read a story, go for a walk, etc. Inasmuch as this must be done individually, be careful to ask the child to participate at a moment when you feel he will be willing. In order to catch each child at the right moment, this activity may take several days.



7. This activity is designed to help the child verbalize his positive feelings about school. First introduce Luffins to the children. Luffins is a small hand-puppet animal who is wondering if he will like school. Use a great deal of enthusiasm as you follow the script below in order to elicit from the children responses that will convince Luffins that he will enjoy school. If the children have difficulty expressing their feelings about school, model and gently probe the children to try to make some response. Generally, a few children begin to respond and soon the rest will catch on and join in.



Will Luffins Like School?

TEACHER: Boys and girls, today I would like you to meet someone new in our class. His name is Luffins. But he is very, very shy. Let us see if he will come out and say hello.

(Manipulate Luffins from behind the chair so that the children see his shyness.)

TEACHER: (to puppet) Luffins, please come out.

(Shake puppet's head from behind the chair. Be sure children see the shy little shake.)

TEACHER: Luffins doesn't want to come out. What can we do to help him?

(Elicit suggestions from children to convince Luffins to come out.)

TEACHER: (to puppet) Luffins, the children want to say hello to you. Please come out.

(Manipulate puppet so that he slowly peeks his head out.)

TEACHER: (to puppet) Why do you look so sad?

(Bring puppet out and have him whisper in your ear. Listen sympathetically.)

TEACHER: (to children) Luffins says he doesn't think he will like school and he doesn't want to stay. He doesn't think school will be fun. Children, what will make Luffins want to stay with us in school?

(Elicit suggestions from children.)

TEACHER: I know! Let's tell him about all the things we like to do in school.

(Let children call out all activities that they like to do; e.g., "I like to paint," "I like to play," "I like to eat lunch," "I like to sing songs," "I like to tell stories," "I like to learn new things," etc.)

(With each suggestion, perk Luffins up a little more. At the end of the discussion, have him jump up and down excitedly and whisper in your ear.)

TEACHER: Wait! Luffins wants to tell us something.

(Have Luffins whisper in your ear and listen intently.)

TEACHER: (to children) Luffins says he wants to stay in school. He thinks school will be fun. He thinks learning will be fun.

Do you think Luffins will like school?

I know he will!

8. In this activity, Luffins models liking school and the children are given a chance to think of and be reinforced for thinking of things that they like in school. In order to get the children to think in this manner, bring in Luffins and ask him if he is still worried about how he will like school. Luffins should shake his head emphatically and say, "No, I like school!" He should then ask the children to guess some of the things he likes about school. As suggestions are made, tell the children you are proud and happy that they can think of so many things they like in school.

9. The purposes of this activity include helping the child to experience positive feelings through warm personal relationships, to experience these feelings during school activities, and to interact with and observe significant people who enjoy school. Provide each child with his own special friend, a volunteer from the community who is willing to come to the school throughout the year to spend a little time with his child. These volunteers can often be obtained through various women's clubs, high-school and university classes, senior-citizen groups, volunteer agencies, etc. Usually, the special friend will be able to spend only limited amounts of time with his child, but he should visit the child at least once each week. During these visits, the friend should give his whole and undivided attention to his individual child or, if he should be working with several children, to one child at a time. If other children join in during a particular activity, it should be made clear whose special friend he is and he should continue to relate as much as possible to his own child. The types of activities that are engaged in are not nearly so important as the quality of the interaction that occurs. Whether the two go for a walk, read a story, work on a puzzle, or sit side by side, the time together should be enjoyed by both the special friend and the child.

10. This activity should help the child associate the positive experience of having the teacher's attention and concern with an academic activity, in this case, one using stories or poems. Sit down individually with each child and read to him his favorite story or poem. You may have to help him choose the story he likes the best by providing several alternatives. The final decision, however, should be the child's. If other children want to listen, they may, but it should be clear to all that this is the favorite story of one particular child. Be very careful in selecting the time to approach each child. In order to catch each at an opportune moment, this activity may take several days.

11. This activity is designed to help the children learn how to describe their positive feelings about school as well as to help them associate these feelings in their minds with school experiences. Ask the children to think of all the words that have to do with making them feel good and big and important and happy in school. The words that are suggested should include words that describe their pleasant feelings as well as the school experiences that give rise to them. The words should be written down and acted out as they are suggested. This activity should be done in small groups with one or two children acting out the suggestions. You might elicit some of these words by asking questions; e.g., "Today we are going to talk about how the things we do make us feel. Could someone tell me how he feels when we have a party at school?"... (happy, excited, big...); "How do you feel when we read your favorite story?"... (good, quiet, like laughing...); "How do you feel when you climb to the very top of the jungle gym?"... (big, real tall, strong, smart...). Expressions that may be suggested to describe school activities include: listening to a story, doing something by myself, finishing a puzzle, etc. The acting out should be very simple, e.g., in the acting out of "feeling big," help the child think about feeling big, and then let the child show how he would

look if he were feeling big. He may stand very straight and tall, or he may take big steps around the room, etc.

12. This activity is designed to help children begin to expect that learning and being in school will make them feel good. During this activity, model and encourage the children to engage in "school-will-be-fun" fantasy. Using the accompanying flannelboard cutouts, make up stories centered around the two children, Peter and Maria. (You can use any appropriate names.) These stories should picture Peter and Maria as being excited about going to school because they think they will have a good time learning in school. After you have told one or two stories, let the children make up their own stories. At first, it may be necessary to help them by asking them questions and making suggestions. Each time the children mention that Peter and Maria are excited about going to school and happy in learning, they should be reinforced. The following stories are suggested as guides to help teachers create stories in which Peter and Maria are either experiencing or expecting good feelings from learning in school.

Story #1. Peter is walking to school. He is happy to be going to school. He is thinking about counting. Yesterday in school he learned how to count to five. He was so excited! He ran home and counted for his mother, "One---two---three---four---five!" His mother was so pleased she gave him a big hug. Today Peter is counting the poles on the fence as he goes to school. Soon he will be able to count everything. Peter likes to learn new things. "Mmmmmmmm," he says, "I really like to go to school."

* * * * *

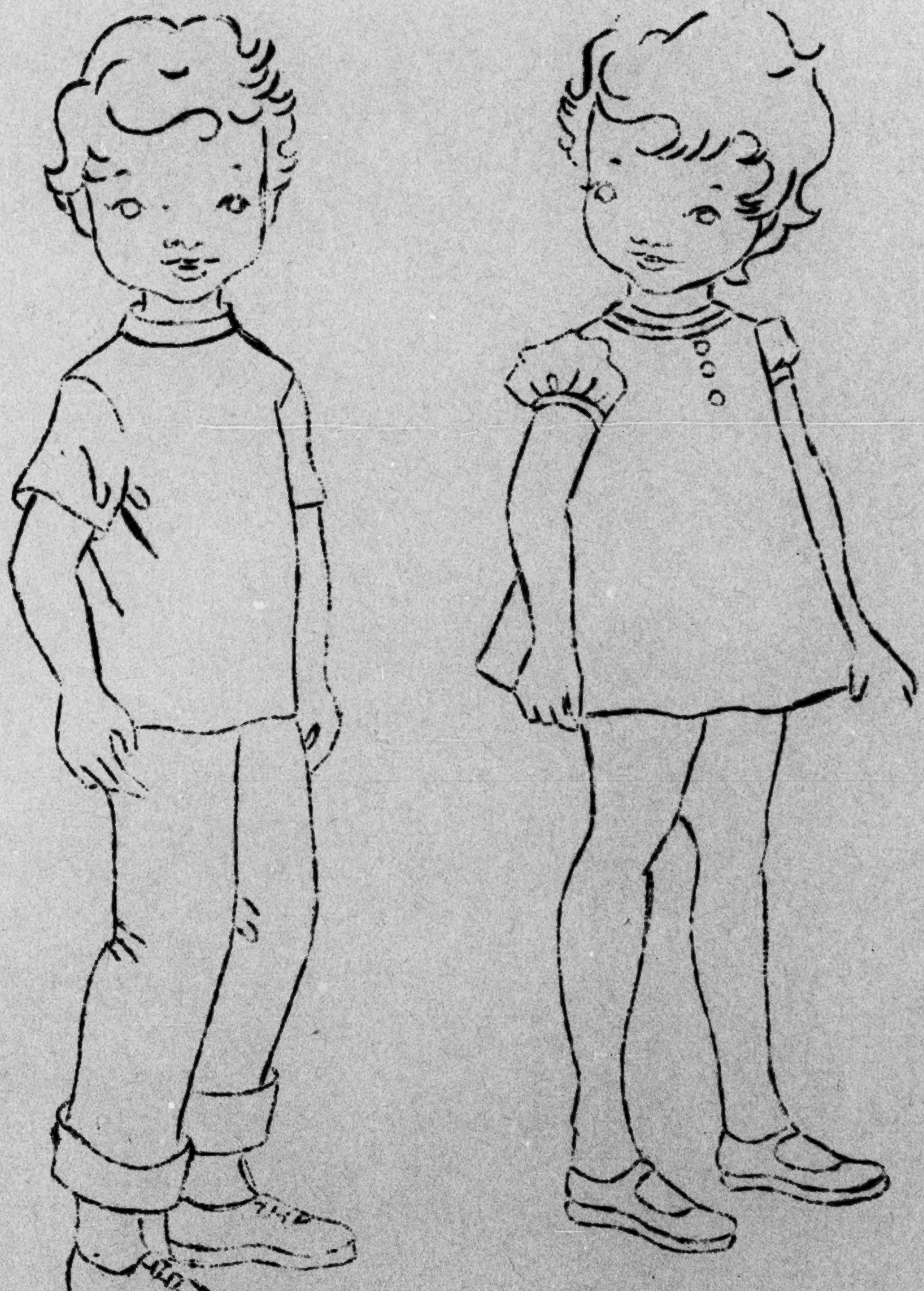
Story #2. Peter and Maria are very good friends. They go to school together every morning on the bus. They are on their way to school now. They are so excited! They can't wait to get there and say "Good morning" to their friends and to their teacher. They love to go to school. They love to learn about new things.

* * * * *

Story #3. Maria is in the library reading a book all by herself. She loves reading this story. It is about a princess and a fairy godmother. There are still some of the words that she doesn't know, but each day she learns a new one and soon she will be able to read all the words. She is very happy to be reading.

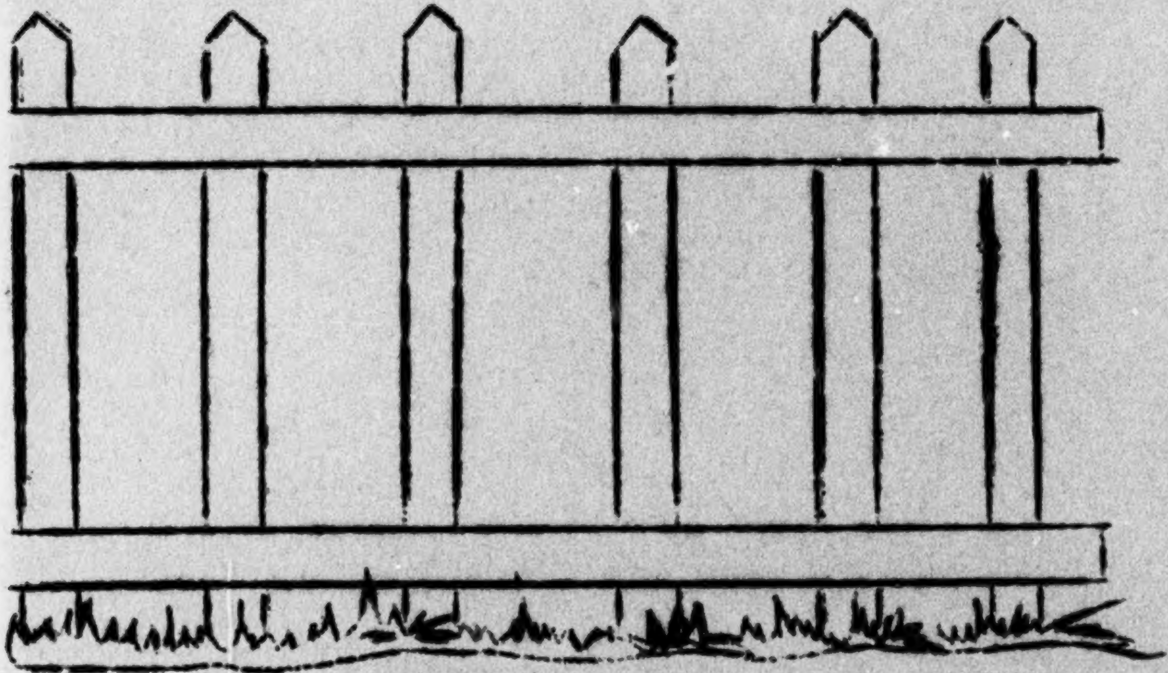
* * * * *

Story #4. Peter has a big smile on his face. He is happy to be in school. His friend, Maria, is teaching him about colors.

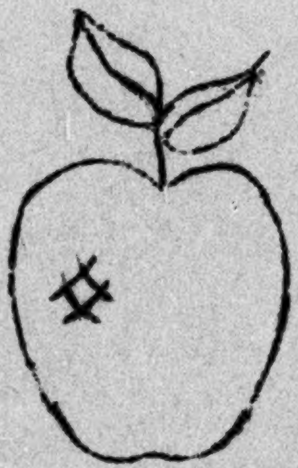


Peter and Maria

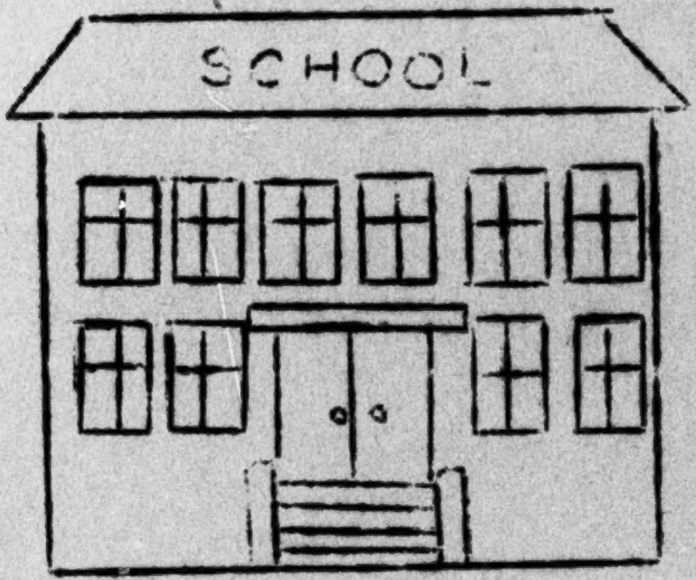
Color, then paste on flannel and cut out for flannelgraph.



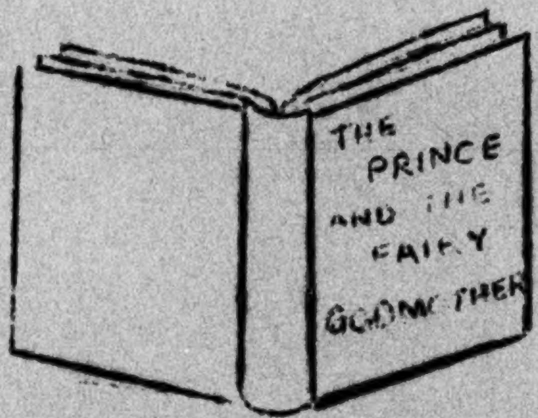
Story #1



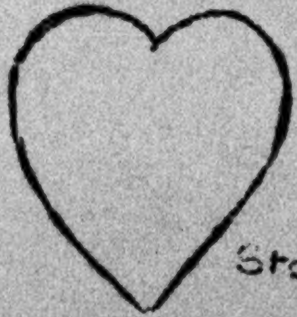
Story #4



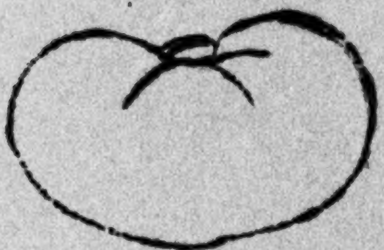
Story #1


THE PRINCE AND THE FAIRY GODMOTHER

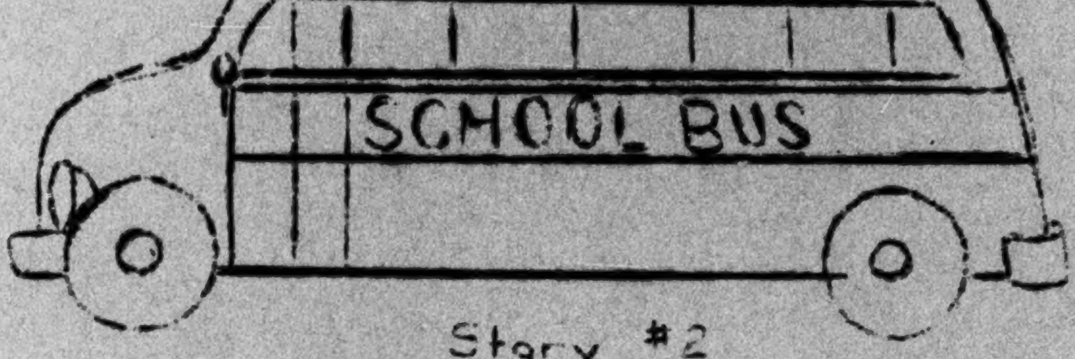
Story #3



Story #4



Story #4



Story #2

Right now he is learning red. He likes to learn about colors. He likes to learn about new things. Now he can go home and show his mother and father all of the things that are red in his house.

13. In this activity, you yourself should model experiencing pleasure from school. Express your own interest and enjoyment in at least one activity during each school day. This modeling should take place naturally at some moment when your feelings are sincere. The following will illustrate statements of teachers modeling what they like about school:

a. I like to come and be with you every day.
b. I love to go on excursions.
c. I like the things you share with me.
d. I enjoy reading stories to you.
e. It is fun to dance to the music.
f. I like to work with clay. I like to see what you make with the clay.
g. It is fun to paint.
h. I like to talk to your parents.
i. I enjoy planting things and watching them grow.
j. I like to learn new songs.
k. I like to see you grow and learn new things.
l. I like it when we eat lunch and talk together.
m. I like it when I see you thinking hard.
n. I like our classroom--it is bright and full of colors.
o. I like to see all the things we make.

It is important that you discuss your feelings with the children but not attempt to discuss the children's feelings. At other moments when you think a child is experiencing pleasure from some aspect of school, encourage him to verbalize his own feelings. Strongly reinforce every attempt the child may make to verbally describe his feelings.

14. This activity is designed to elicit a positive response toward school and then immediately to reinforce that response in the child by giving him a chance to move toward school. Each child should be required to make the desired response before he is allowed to move further. This activity should be played in very small groups of no more than two or three children.

Something Fun Happened on My Way to School

TEACHER: Today we are going to play a new game, "Something Fun Happened on My Way to School." This is where you start (point to the home position marked on the floor). This is your home. (Ask each player where he lives and then verbalize, "This is 320 East 92nd Street" for Doris or "This is 1801 First Avenue" for Roberto.) I want you to close your eyes and pretend you are just waking up and getting ready to come to school. (Close eyes and yawn and stretch just as if waking up.) Now everybody try it.

This is where school is (point to school). You can't wait to get there because you love to do all sorts of things there, e.g., play games, learn about new things, etc.

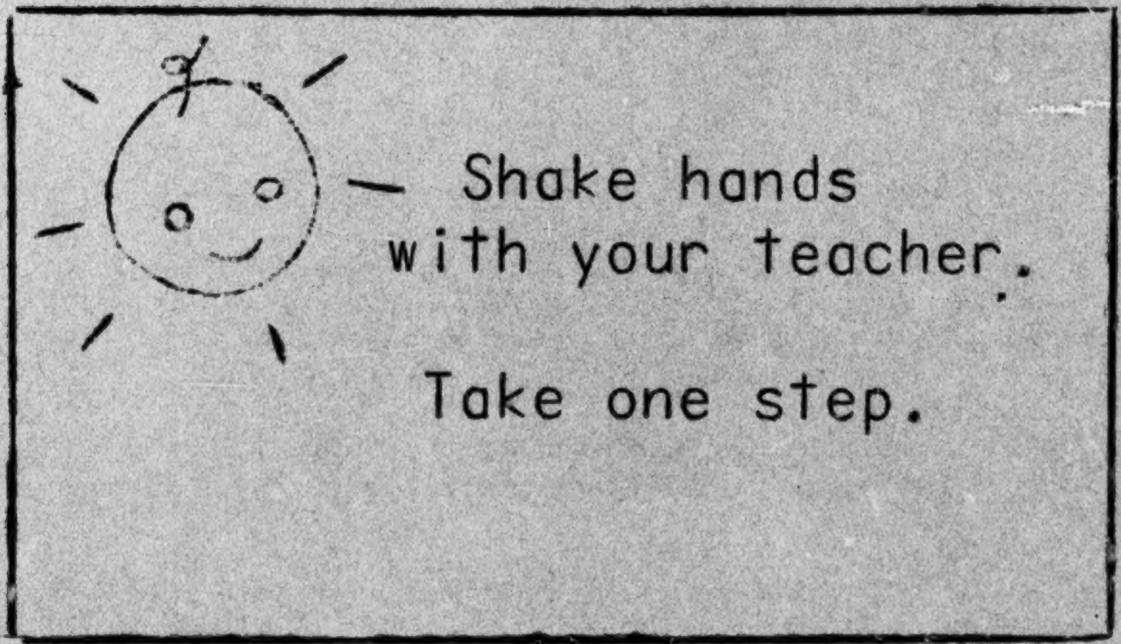
Do you see all the steps it takes to get to school? Let's count them. (Point to each square and count the steps aloud. Encourage the children to count along with you.)

I am holding some cards with happy faces on them. Each card tells you to do something. If you do it, you can move along the steps towards school. When it is your turn, pick one card and we will read what it says. (Demonstrate with one child picking a card and following through the activity.)

Are you ready to begin the game? Let's start at home and close your eyes. Now you are just waking up. Remember you just can't wait to get to school because of all the good things you learn and do there.

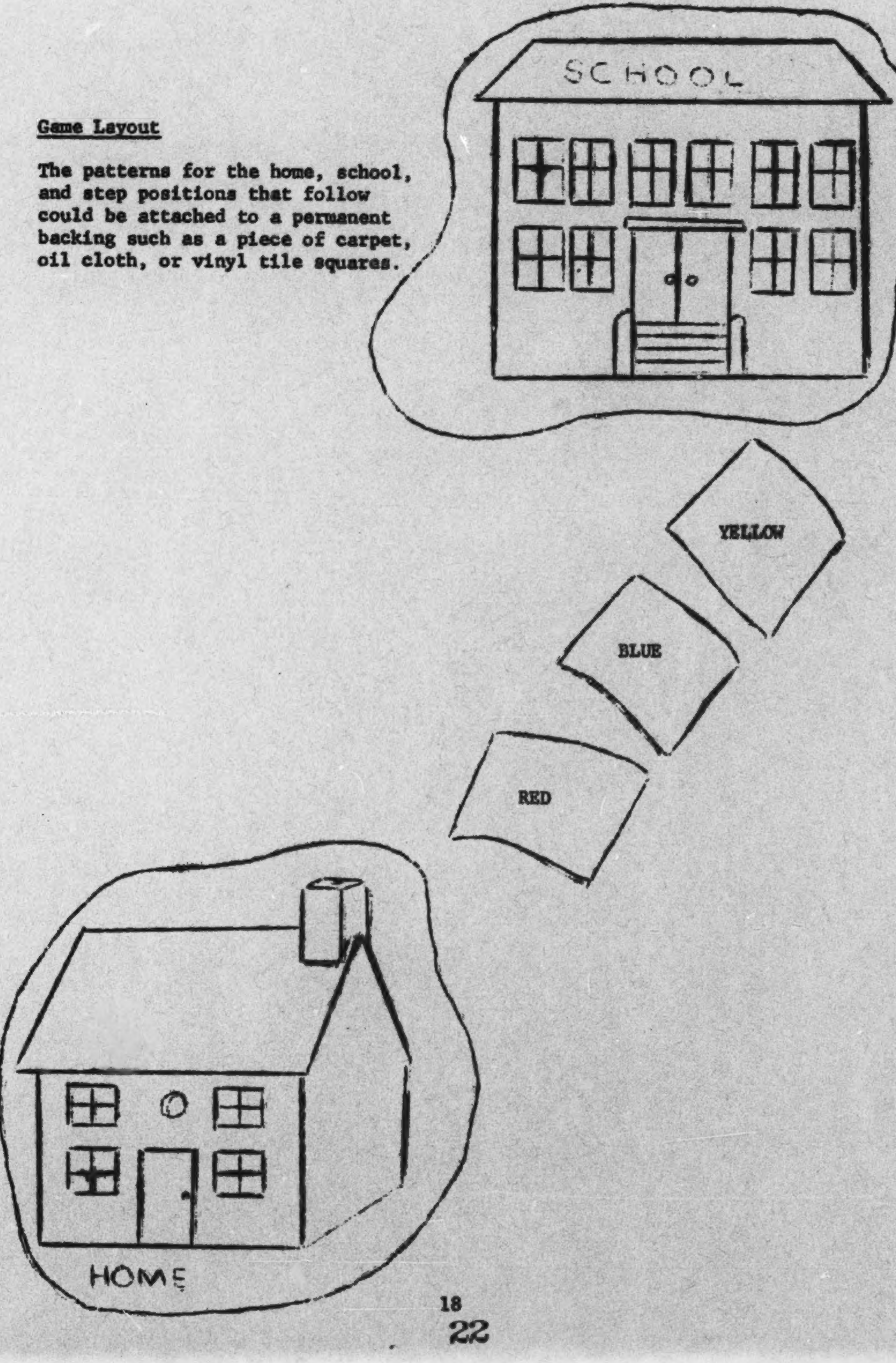
Activity Cards should be cut out of construction paper with a happy face and an activity written on each card. Suggested activities are:

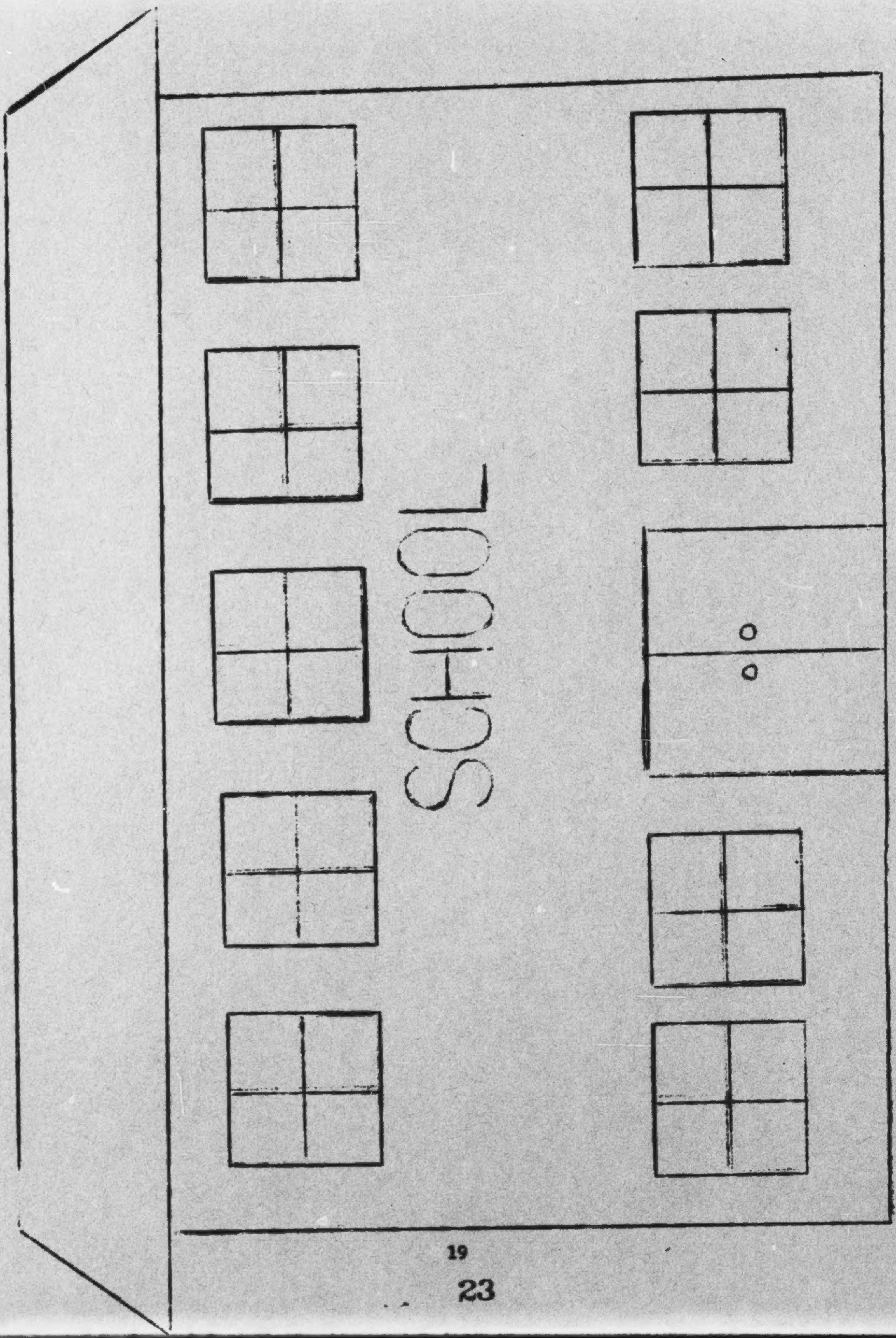
Shake hands with your teacher. Take one step.
Say, "I like school!" Take one step.
Sing, "I love to go to school." Take one step.
Shake hands with a child near you and say, "I like you." Take one step.
Give your teacher a big hug. Take one step.
Tell your teacher what your favorite story book is. Take one step.
Pat the child next to you on the head. Take one step.
Tell your teacher what you like to play with in school. Take one step.

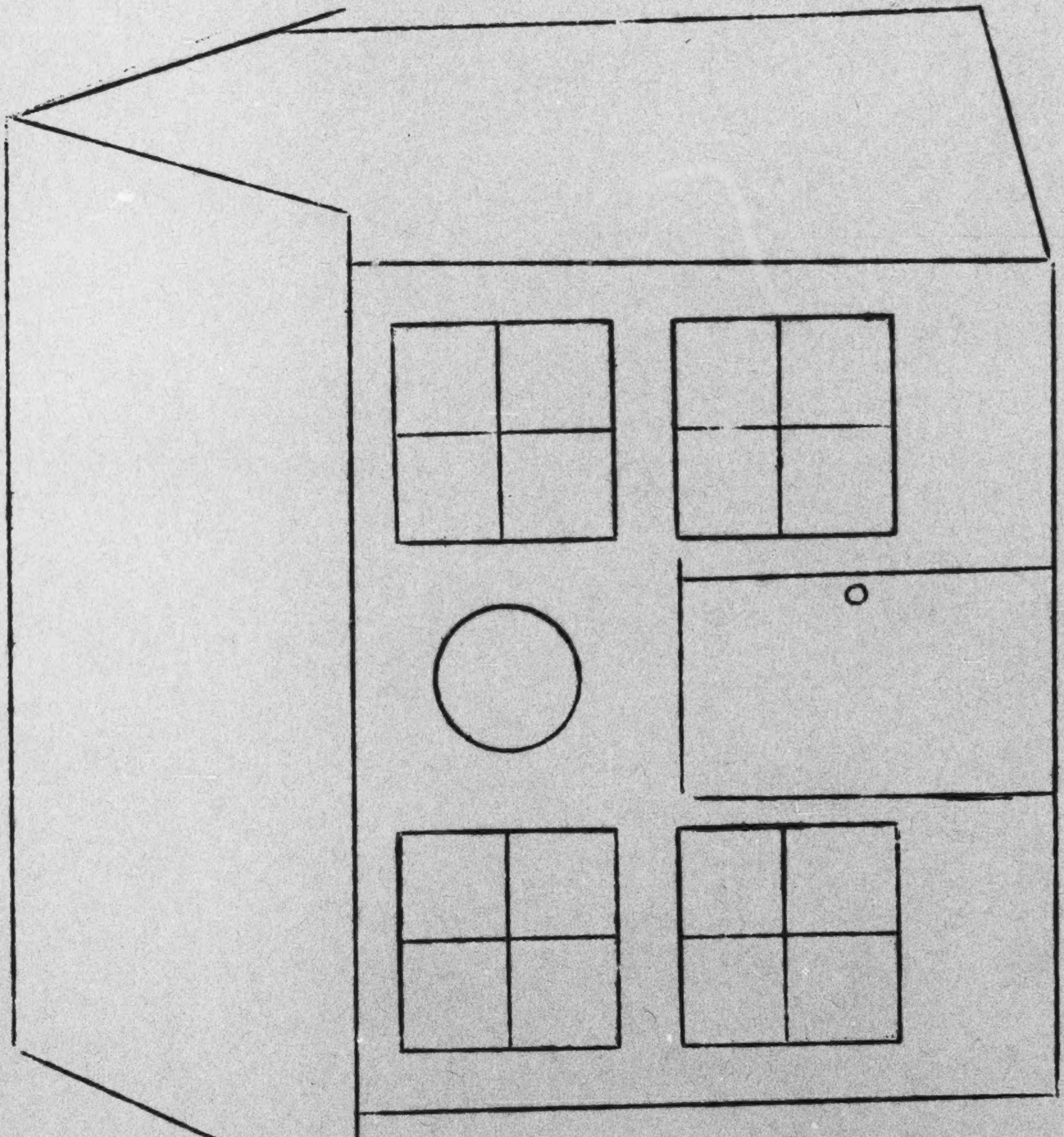

Shake hands
with your teacher.
Take one step.

Game Layout

The patterns for the home, school, and step positions that follow could be attached to a permanent backing such as a piece of carpet, oil cloth, or vinyl tile squares.


SCHOOL
YELLOW
BLUE
RED
HOME


SCHOOL



15. This activity is designed to help the children understand the concept of liking school and to help them verbalize this understanding. Using the flannelboard figures, begin to tell a story that starts: "This little boy and girl like school because...." The children are to finish the story together. Do not be concerned if all the children are not able to respond in this situation. It is important for them to be given the opportunity. Generally, some children will be able to respond and in this way they serve as peer models for the other children. If you feel that it is necessary to help the children get started, you could make up your own story, focusing on the enjoyment of academic activities. If this exposure is not sufficient to get responses from the children, prompt the children by asking them questions such as:

(Showing flannel figures)

a. What are some things you think they have in their school?
b. What do you think they like to do in school?
c. What will they have fun doing in school?
d. What do you think they like to learn in school?
e. Whom will they see in school?
f. What kinds of things do you do with your friends in school?

Each time the children respond, summarize what they have said, continually emphasizing that they are telling their own story.

16. This activity attempts to help the child identify with liking various school activities.

School Scramble

TEACHER: Today we are going to play a new game. I am holding some cards that have pictures on them. The pictures show some things I know you like to do in school. (Hold up cards for one activity, e.g., "I like to paint" or "I like to sing." After discussing the activity with the children, pin one of the cards on each player.)

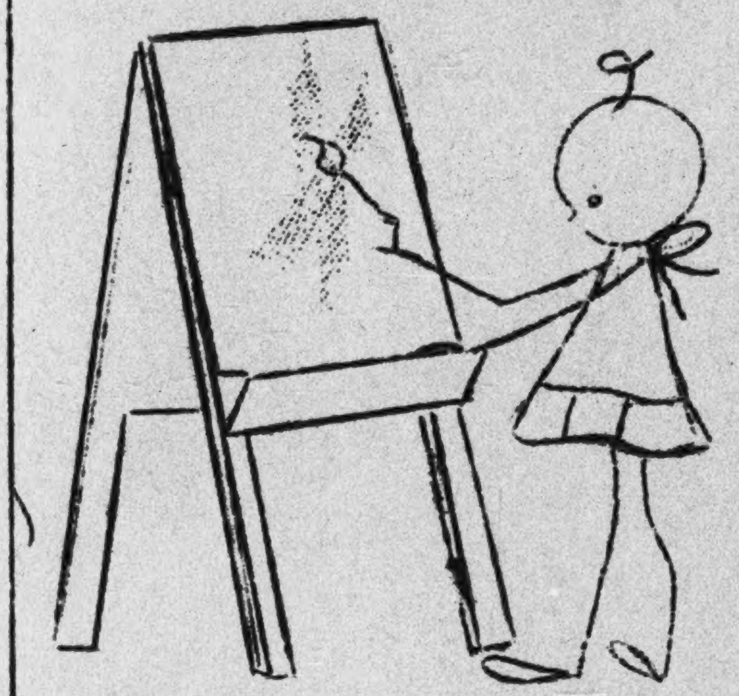
Now I want you to close your eyes and remember your card, e.g., "I like to color."

In this game one child doesn't have a seat. (Choose one child to be "It" and remove his chair from the circle.)

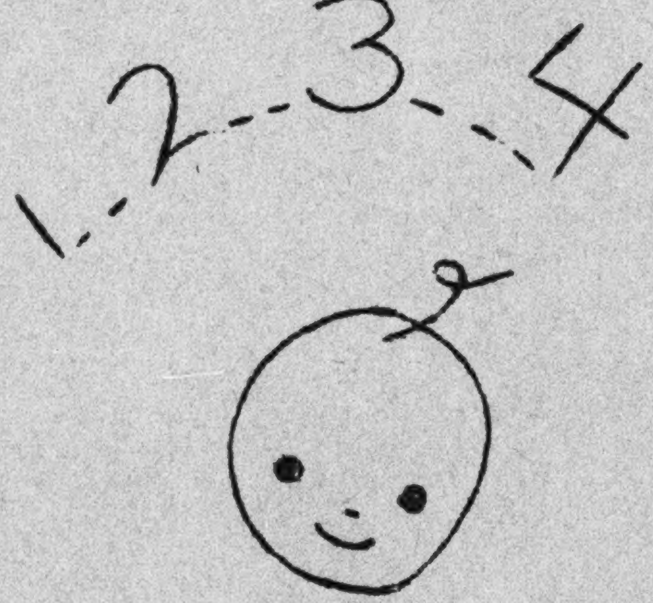
(David) is "It." He is standing alone but he is going to try to find a chair. When (David) calls, "I want to color," everybody must get up and change his seat while (David) tries to get a seat.

Let's try it. Remember you must get up and change your seat when you hear "I like to color."

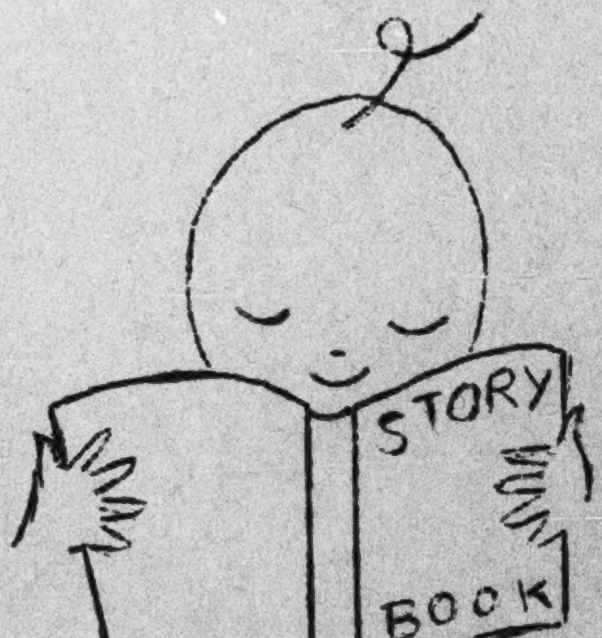
Suggested illustrations for cards:



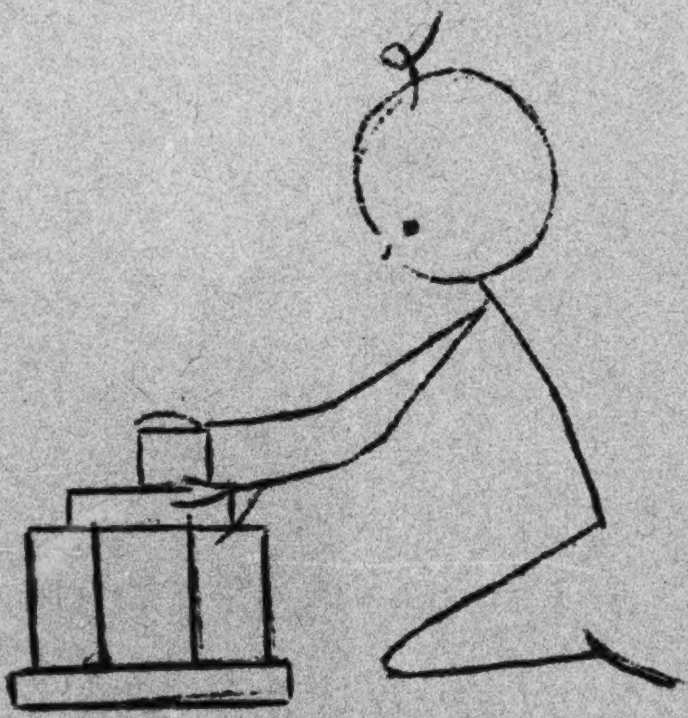
I like to paint....



I like to count...



I like books...



I like to play
with blocks....

Variations:

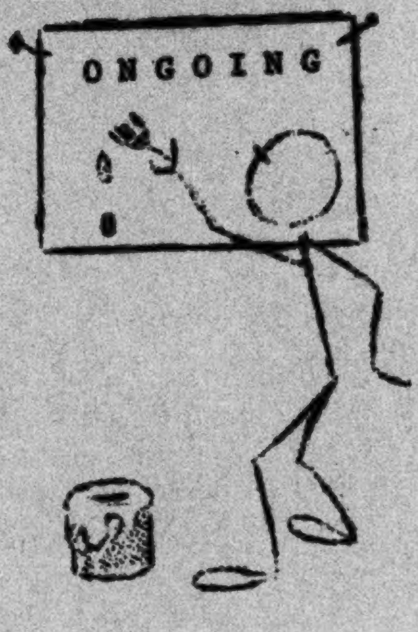
#1. As the children become acquainted with the game, it may be possible to use two different activity cards. If this is done, only the children who have the activity card called by "It" are to move.

#2. After the game has been played a number of times, some of the children may hang back hoping to become "It." Should this happen:

--the teacher should be "It" all of the time,
--one chair should be eliminated before each call,
--or the children should take turns being "It," the teacher designating whose turn it is.

17. This activity should help the children focus on how good it feels to accomplish something that is difficult. Read to the children the story, "The Little Engine That Could," in which the little engine keeps saying, "I think I can, I think I can, I think I can." Emphasize how happy the little engine was when he finally achieved what he was working for. Also discuss with the children how they feel when they have finally succeeded in doing something that has been very hard for them. Several versions of this story are available in a number of collections.

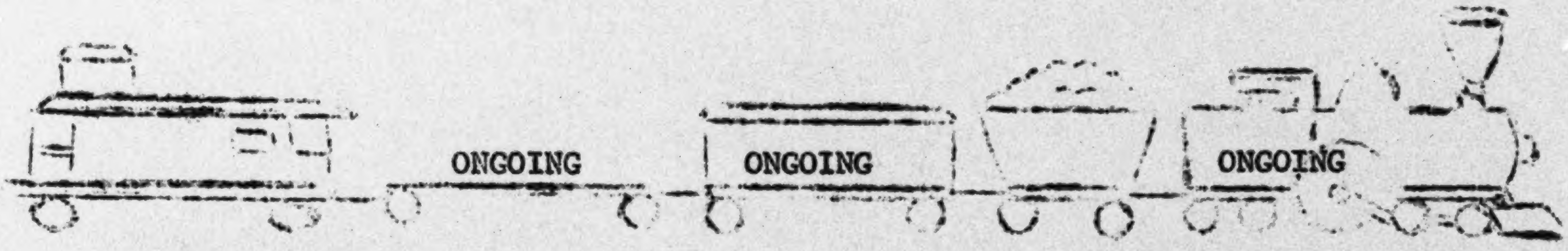
18. This activity should provide each child with an opportunity to be reinforced for trying a little harder than he has before to accomplish something in school. Carefully watch each child until you see one indication that that child is trying harder to achieve than he has before. The effort used in the accomplishing of the task is what is to be reinforced, i.e., the child's trying harder while he is painting, building, coloring, making something, etc. The quality of the product (e.g., the picture, the tower, etc.) should not be mentioned, and indications that the child is exerting more effort in its production than he has previously exhibited should be highly praised. Immediately upon observing that the child is trying harder, reinforce the child by telling him how proud and happy you are to see him working so hard. Also point out his effort to the other children, and then use their attention to help reinforce the child's working harder.



Unit II

CONCEPTUAL RESPONSES

In addition to trying to help each child acquire a fundamental feeling of self-worth, the purpose of this unit is to help each one see himself as someone who can achieve in learning in school. A child will not be motivated to participate in school activities unless he sees himself as one who can be successful in them. A basic component of his conceptualization must be the realization that it is he himself who is responsible for whether or not he achieves rather than some independent determinant such as the teacher, being lucky, and so on. The child must believe that he is an achiever and that his achievements are determined by himself. He will see himself in this way if those around him think of him and treat him as an achiever, and if he is provided with opportunities in which he can see evidence that he is achieving.



Ongoing Activities

1. Honor the dignity of each child. Show that you do this by being understanding and patient when a child spills or breaks something, and by differentiating between the child who should always be acceptable to you and his behavior, which may not always be. Your discipline should reflect this differentiation by specifically correcting behavior rather than by judging the value of the child; e.g., a child's hitting another should be corrected because it is not acceptable behavior in school, but the child is not to be regarded as "bad" for hitting. Show your respect for the children by listening to what they have to say and by giving explanations that enable them to know what is going on. Trust your children with responsibilities, and fulfill your own responsibilities to them; e.g., do not slight your preparation for them, but treat them as though they deserve your best.

2. Recognize that each child is a unique human being and fully expect that each one will behave differently. Limit situations that require mass

responses to questions and initiate quiet conversations with individual children. The children should be given many opportunities to choose what they will do, even though their choices may differ. Furthermore, each one should be allowed to learn at his own rate and should be reinforced for his own individual accomplishments.

3. Honestly believe that each child can achieve in learning. Help him experience achievement by realistically structuring his tasks to meet his individual learning patterns and by pacing his aspirations so that they gradually increase in difficulty. In order to do this, be sensitive to each child's abilities and development; also keep in mind how difficult and valuable the child perceives a task to be.

4. Provide each child with many opportunities to see himself as an achiever. Frequently, the child should be able to take home evidence that he has achieved, e.g., things he has made, notes from the teacher indicating progress, and so on. Encourage children to talk about their accomplishments to each other and to you individually. Help each child see his own progress in everything he does, e.g., in puzzles with graduated levels of difficulty, in manipulative table activities, in verbalizations of increasingly complex observations, etc. Also point out the child's progress in gaining competence in behavior that will help him achieve or that is characteristic of an achiever, e.g., trying harder each time, listening carefully, working independently, etc.

5. Each child should be reinforced for both achieving and thinking that he is an achiever. The reinforcement for achieving should be given for both the process of achieving (trying harder, sticking to a task, etc.) and actual accomplishment or successful completion of each small task. In addition, reinforce each child for thinking that he can achieve, i.e., for having confidence in his own ability to achieve in learning.

6. See yourself as a worthwhile person who can also achieve in learning. Within realistic limits, model expectations of success and project confidence that your own efforts will determine your accomplishments. Verbalize such expectations and realizations naturally as opportunities in the classroom present themselves. (For example, when the class is going on an excursion to an airport, you can say things like, "I'm going to find out all I can about the big 747 jet today. I've never been on one and I'm really going to look and listen so I can decide whether I want to fly on one." Or when something unusual happens about which you need to learn more you might say, "I really don't know what caused the earthquake, but I will read all about it both in the newspaper and in the encyclopedia. Then I will tell you what I've learned, and we will talk about it together....") Also draw the attention of all to particular children who are displaying similar behavior and help each to verbalize his own concepts of himself as an achiever in learning.

Specific Activities

1. This activity should help the children to begin to form concepts of themselves through becoming better acquainted with their physical bodies. You and the children should sing the words and do the appropriate actions for the action song "Looby Loo."

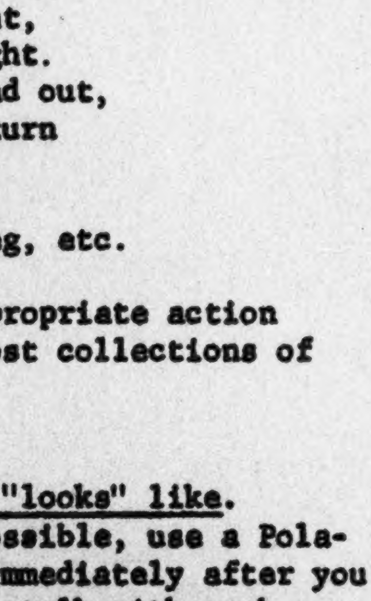
   Looby Loo

   Here we go Looby Loo, Here we go Looby Light,
   Here we go Looby Loo, All on a Saturday night.
   I put my right hand in, I take my right hand out,
   I give my hand a shake, shake, shake, and turn
   myself about, Oh!

   Repeat, using left hand, right leg, left leg, etc.

   You could vary this activity by selecting other appropriate action songs, e.g.,"Hokey Pokey," which can be found in most collections of children's songs.

2. This activity should help each child learn what he "looks" like. Take an individual photograph of each child. If possible, use a Polaroid camera so that the child can see his picture immediately after you take it. As soon as the photographs are available, talk with each child about the way he looks to others, i.e., his physical appearance. Emphasize that everyone has his own appearance and that each child "looks" a little different from others. Your prime concern should be to help the child learn his own distinguishing physical characteristics, e.g., his height, his eye color, his hair style, etc.

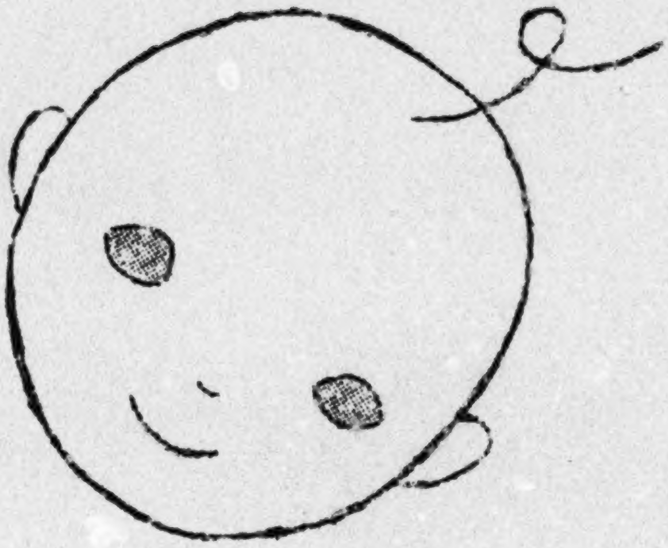


3. This activity is designed to help children recognize how various parts of their bodies help them to learn. Each child should receive his own copy of "My Book About Me." Explain to the children that they will be completing different pages each day and that, when their own books about themselves are all filled in,. they will be able to take it home. Before

the children begin to work on each activity, it is essential that you read the text to the children and discuss with them the ideas presented therein. The children should be able to complete two activities each day.

MY VERY OWN BOOK
ABOUT
ME

HELLO!



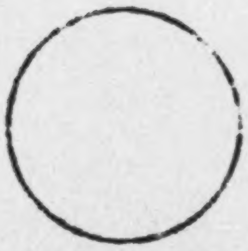
I am a very important person.

I am going to tell you all about

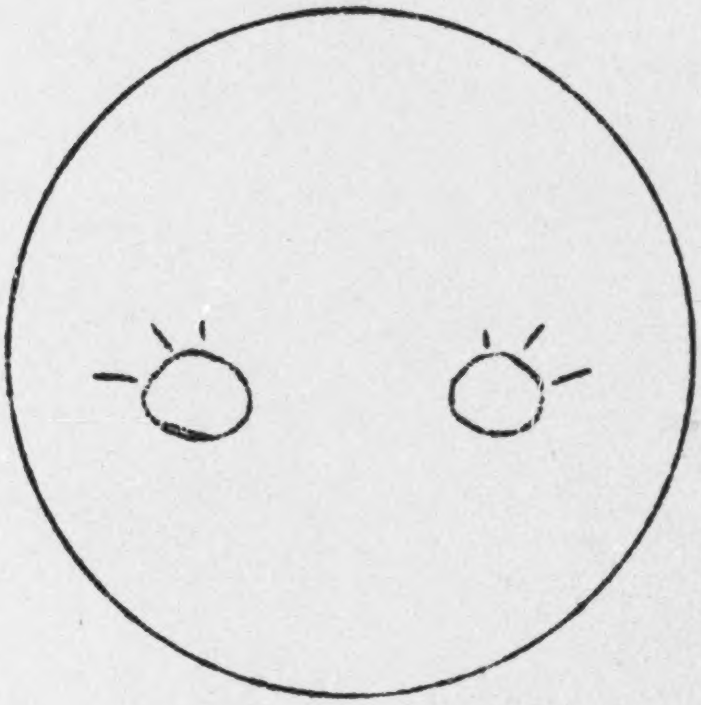
ME.

All the pictures in this book
will be drawn by ME!

This is the color of my eyes:



Let child color the circle the color of his eyes.



These are my eyes.

My eyes can see different colors.

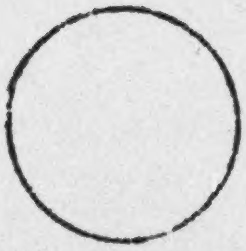
My eyes can choose a puzzle to play with.

My eyes can see words for me to read.

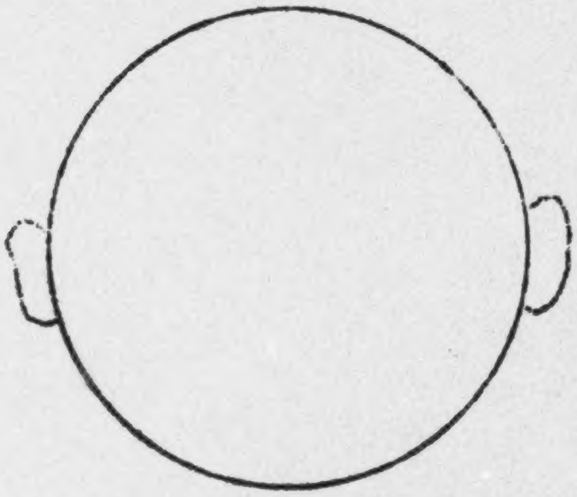
My eyes can see things for me to count.

My eyes can help me learn new things in school.

This is the color of my ear:



Let child color the circle the color of his ears.



Here are my ears.

My ears can hear songs for me to sing.

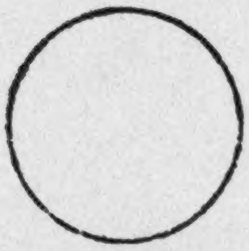
My ears can hear my teacher say, "Good Morning."

My ears can hear words for me to read.

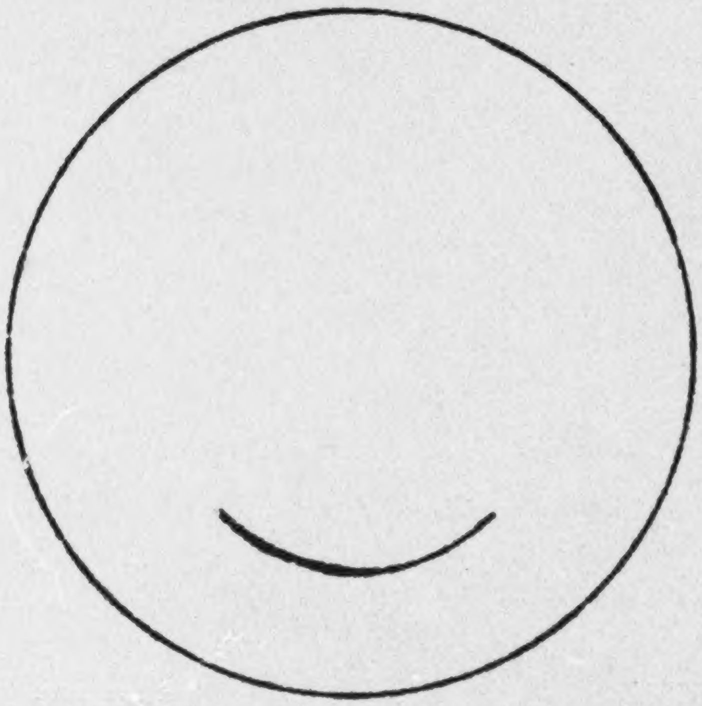
My ears can hear numbers for me to count.

My ears help me to learn new things in school.

This is the color of my mouth:



Let child color the circle the color of his mouth.



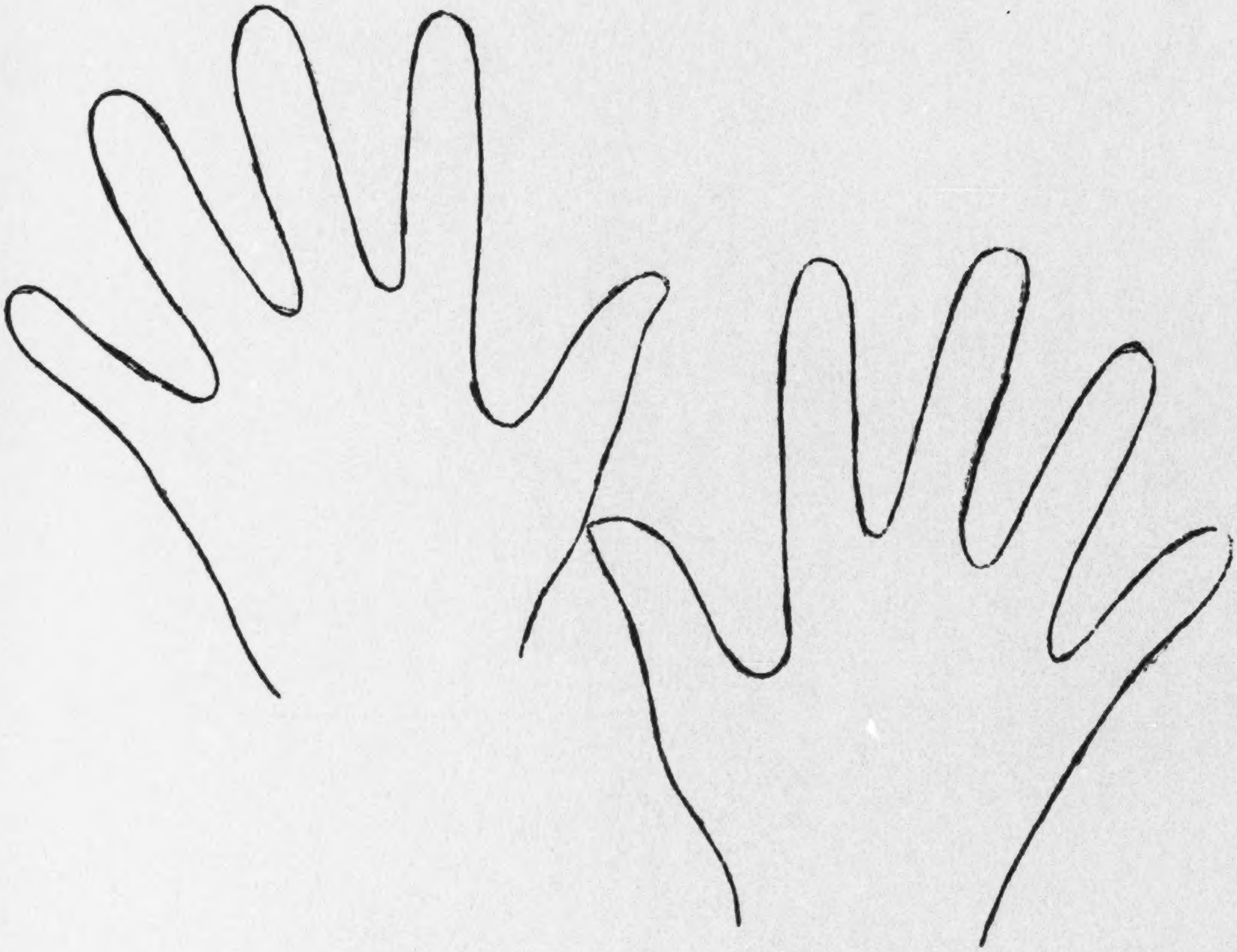
Here is my mouth.

With my mouth I can say, "Good Morning" to my teacher and friends.

With my mouth I can read new words.

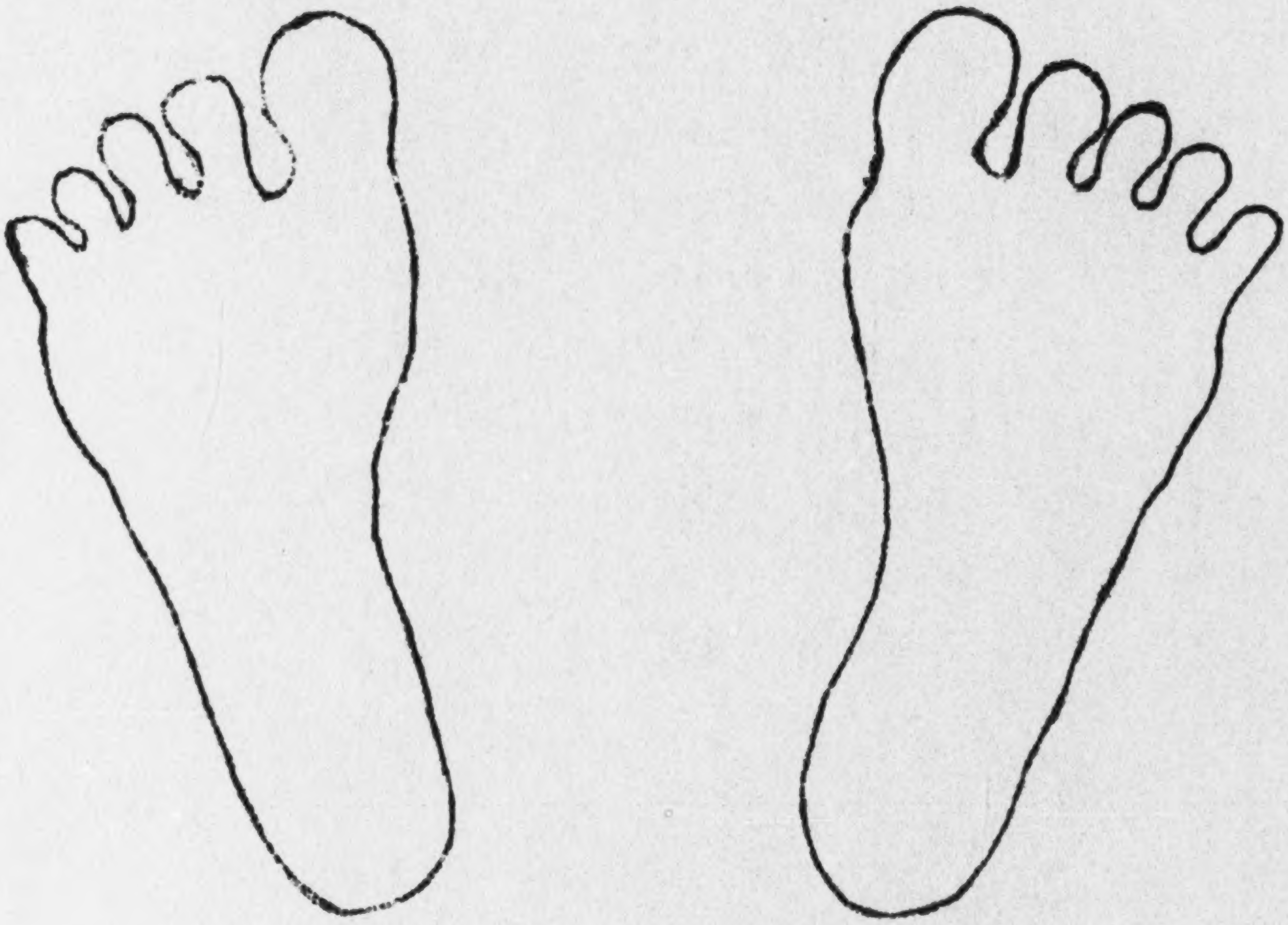
With my mouth I can count.

My mouth helps me to learn new things in school.



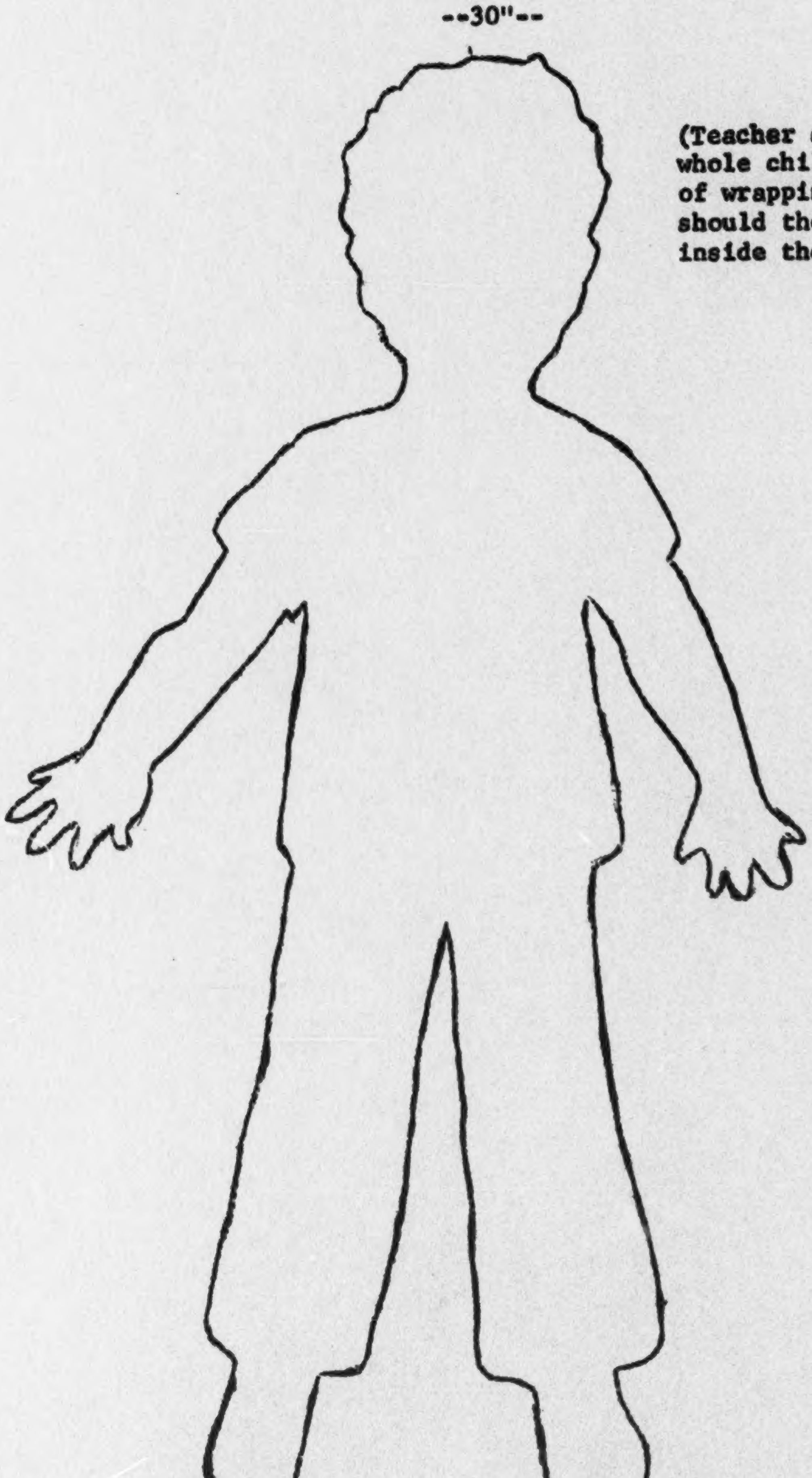
Here are my hands.

My hands can help me count beads.
My hands can hold a book.
My hands can paint a picture.
My hands can "shake hands" with
my teacher.
My hands can help me learn new
things in school.



Here are my feet.

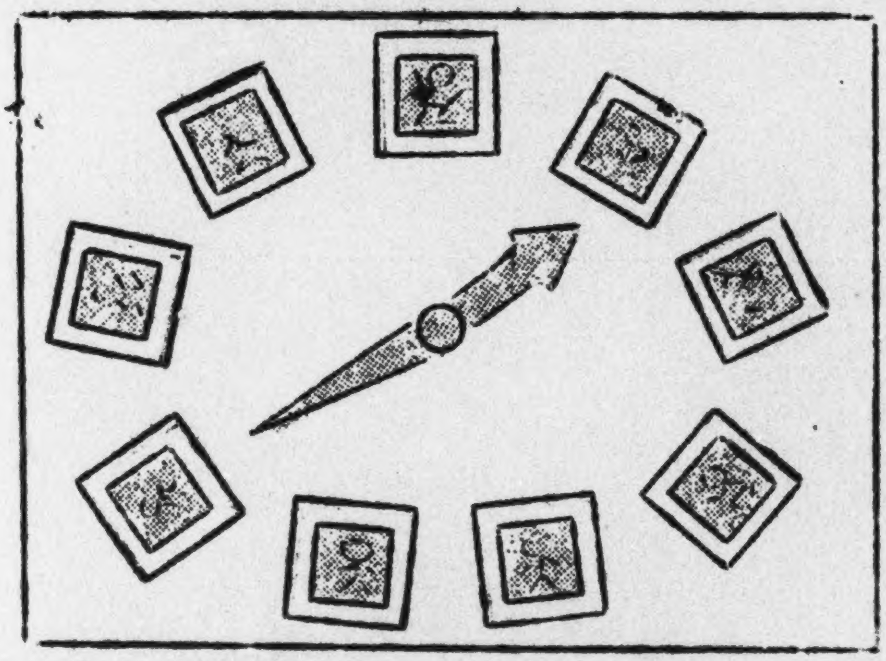
My feet can walk to school.
My feet can jump rope.
My feet can stand on tiptoes to
reach things I want.
My feet can dance to music.
My feet help me learn new things
in school.



(Teacher should trace the whole child on a large sheet of wrapping paper. Child should then paint himself inside the outline.)

Here is all of me.
I can learn lots of new things in school.

4. In this activity, the child should practice identifying himself from a photograph and verbalizing something about himself. Begin this activity by showing the children a photograph of yourself and telling them something about yourself, e.g., you like to sing songs, your favorite color is blue, etc. Mounted in a circle on a board should be photographs of all the children. In the center of the pictures, a swinging arrow should be pivoted by a paper fastener. The board should be placed flat on a table or on the floor. Then spin the arrow and let it stop at a child's picture. Each time the arrow stops, the child whose picture it points to must recognize his own picture. If he recognizes himself, he should then be given a turn to tell the other children something about himself. This activity could be varied by having the child do something in school, e.g., tell a story, sing a song, etc. (A modified "Spin the Bottle" could also be played, using the arrow rather than a bottle but allowing the child finishing a turn to decide what the next child must do.)



(Number of pictures should correspond with size of group.)

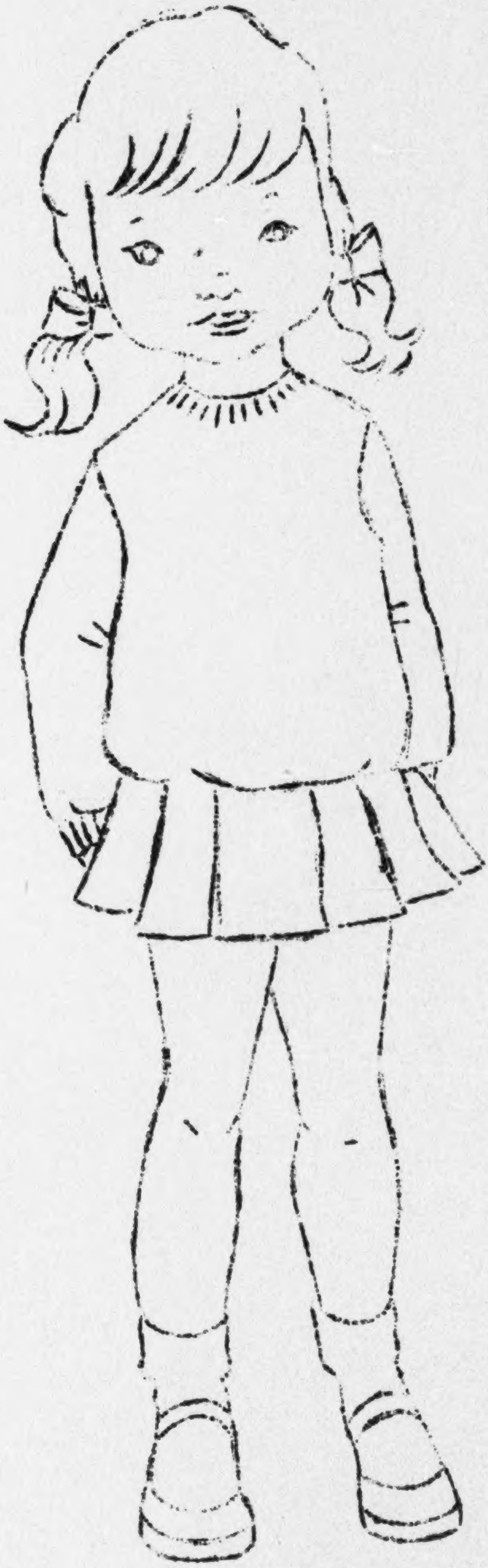
5. This activity is intended to help the child realize that everything about him is important. Sit down with each child individually and ask him questions about himself, i.e., what he likes to do at home, how many brothers and sisters he has, etc. Listen carefully, expressing sincere interest in what the child tells you.

6. In this activity, the child should begin to feel that he can do something important. Help each child discover the one special thing he thinks he can do for his school. Keeping in mind his particular interests and abilities as well as the setup of the classroom, you may help the child by offering several suggestions. For example, if the child particularly likes to paint, you could suggest that he may want to be "a helper" to put away the paints after they have been used. After you help the child decide on something that he feels he can do, arrange for him to perform that particular function. Each child should have his own contribution to make to his class. Because these must be voluntary contributions, it may take a number of days for all of the children to come up with something they want to do. You may need to keep a list of all of the children's contributions so that you can remind them now and then of what they could be doing. Your primary responsibility, however, should be to point out to each child that he is doing something very important. Also help the child to verbalize what he can do and reinforce him for thinking that there is something special and important that he can contribute to his class.

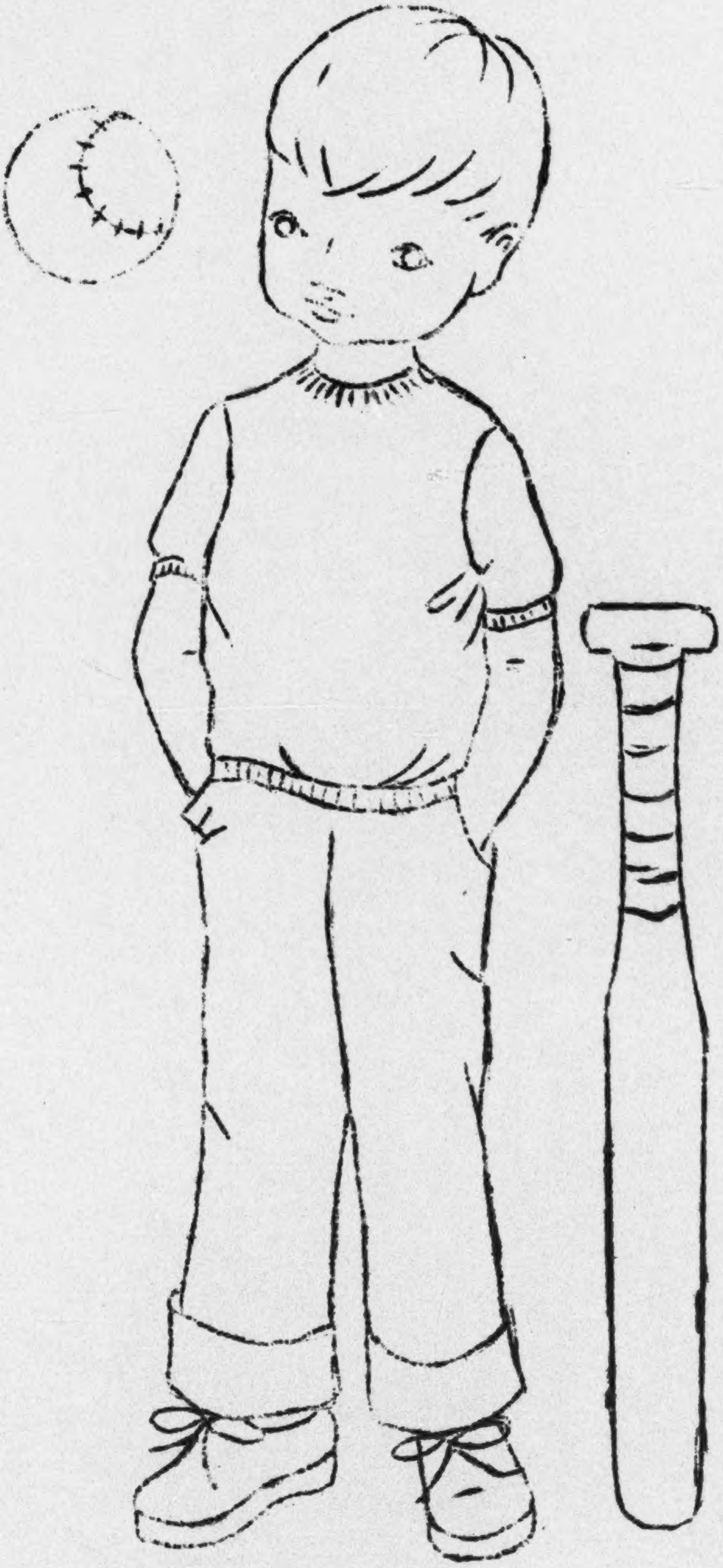
7. In this activity, each child should be given an opportunity to do one thing all by himself in front of the other children. The children should form a circle with you, the teacher, standing in the middle. Close your eyes and spin around. Stop in front of one child and say, "You can jump high." The child should then say, "I can jump high," and do it. Select an activity that is a little bit difficult for the particular child but one that you are sure the child will be able to do. Vary the activities for each child and include as many school-oriented activities as possible, e.g., pointing to a color, counting to five, etc.

8. This activity is designed to help children visualize other young children who believe that they will be successful in school. Follow the procedures outlined in activity #12 in Unit I. The stories you make up for this unit, however, should portray Peter and Maria thinking that they can do well in some aspect of school. Stories similar to the one that follows should be modeled, and subsequent opportunities for the children to make up their own stories should be provided.

> Peter is learning how to hit the ball with the bat. He knows he will be able to do it. The first time he tries, the ball goes right by and doesn't touch the bat. Peter tries again and again. All of his friends get tired of throwing the ball to him and most of them go away. But Peter knows he can do it and keeps on trying. Peter gets ready to try once more. This time he knows he will hit the ball, and he does!
>
> Maria is learning to jump rope. She wants to jump 10 times. She knows she will be able to do it. The first time she tries she gets only to five. Maria tries again and again. Her friends watch her



Maria's Friend



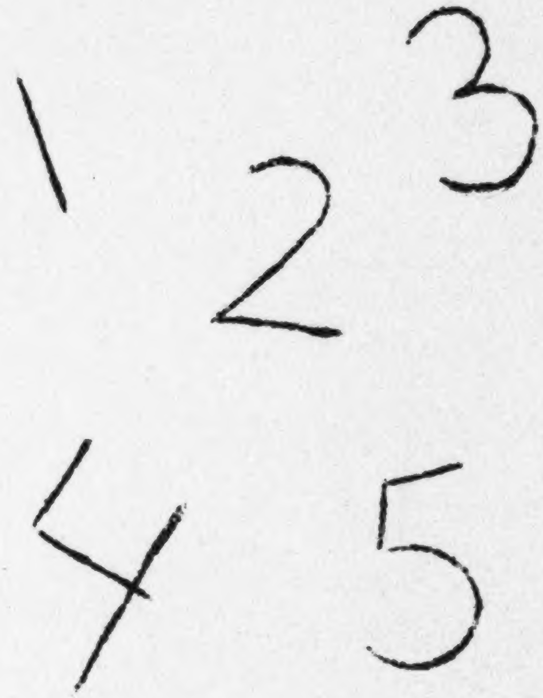
Peter's Friend

and help her count. The next time she jumps eight times. Someone calls out, "You can do it!" So she tries once, then twice more. . . 8-9-10! "I did it!" All of her friends cheer, and Maria feels great!

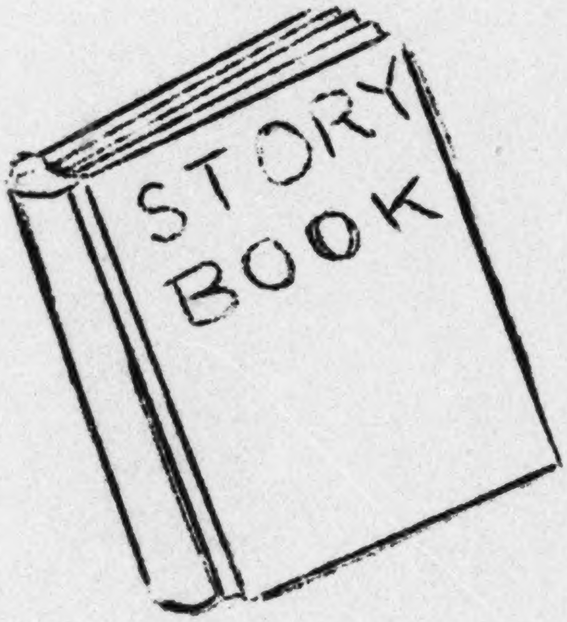
9. This activity should provide each child with evidence that he can achieve in school. Give each child a box with his name and photograph on it. Explain that this box is the child's "I Can Do Box" and that there are cards that fit into the box. Each card has a picture on it of something that can be done, e.g., naming colors, tying shoes, touching toes, counting to ten, etc. The following are suggested:

I know the colors red, blue, and yellow.
I can count to __________.
I can tell you the name of my school.
I can tell you where I live.
I can listen to a whole story.
I can point to a square.
I can point to the colors green, orange, and purple.
I can balance on a board.
I can fasten my own buttons.
I can put on my own shoes.
I can name the animals.
I can take turns.
I can raise my hand when I want to speak.
I can comb my hair.
I can brush my teeth.
I can say my phone number.
I can cut with scissors.
I can tell when my birthday is.
I can rest quietly each day for a week.
I can listen when the teacher is talking.
I can point to a circle.
I can recognize these shapes.
I can jump rope.
I can pump on the swing.
I can say my father's name.
I can say my mother's name.
I can whistle.
I can whisper.
I can remember to say "thank you."

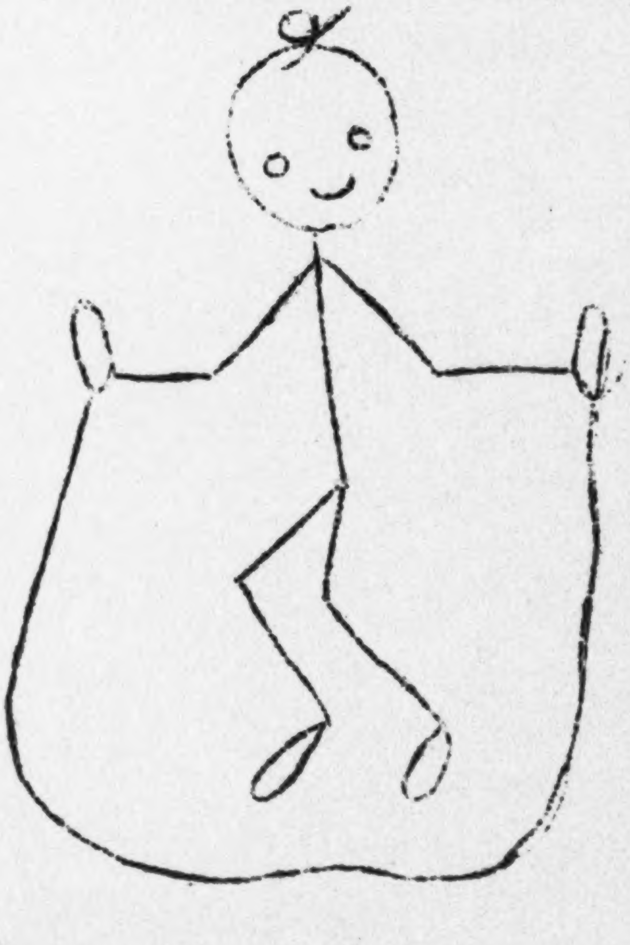
Each time a child demonstrates that he can do what a card depicts, he should be given that card to put into his "I Can Do Box." (He may color it if he likes.) Initially, give each child at least one opportunity to do one activity successfully and hence begin to receive cards, evidence of being able to do things. Each time the child succeeds in another accomplishment, an additional card should be put into his "I Can Do Box." Throughout the year, the stack of cards should grow, providing the child with tangible evidence that he is achieving. Be aware of each child's collection and reinforce the fact that he is achieving and encourage him to earn more. Many additional cards should be made for specific skills certain children may want to acquire. All, however, should be kept within the box at school throughout the year.



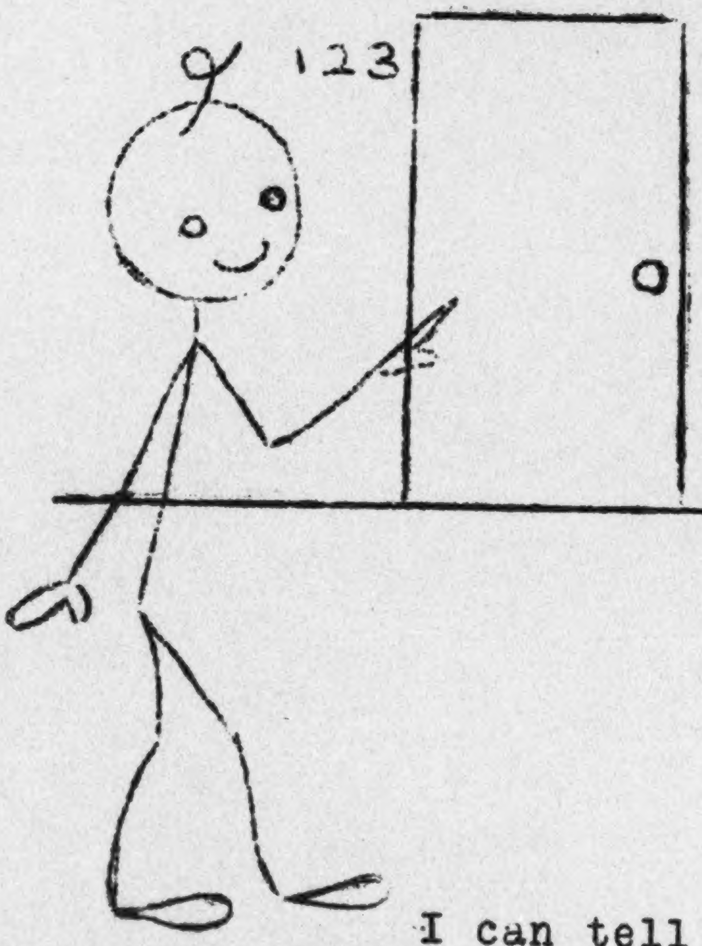
I can count...



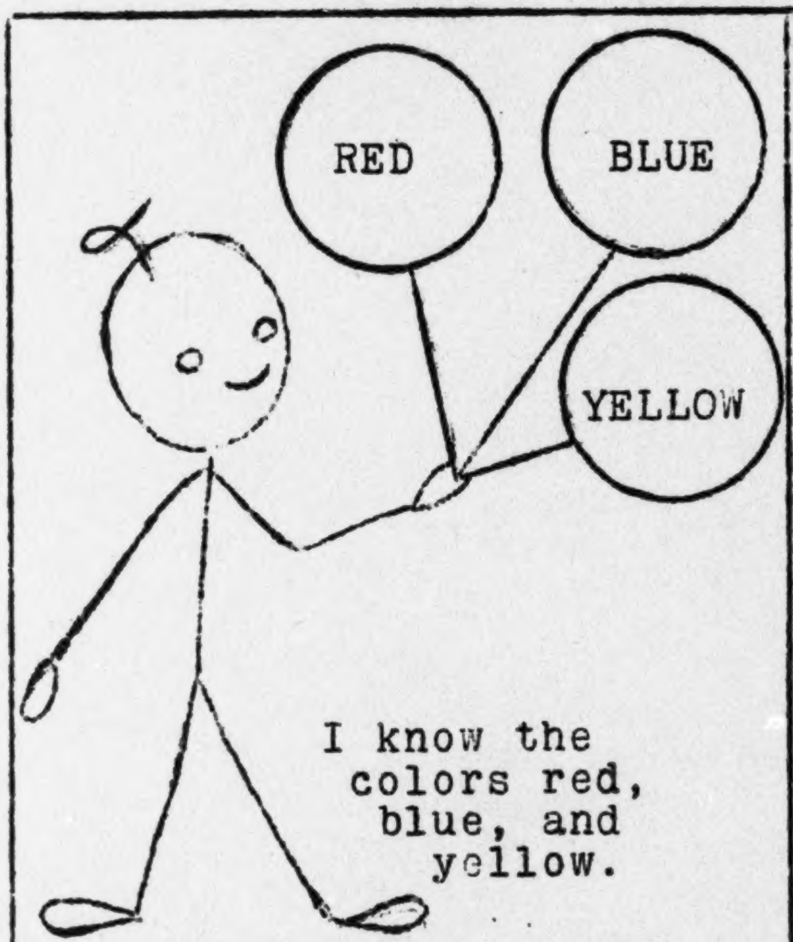
I can read...



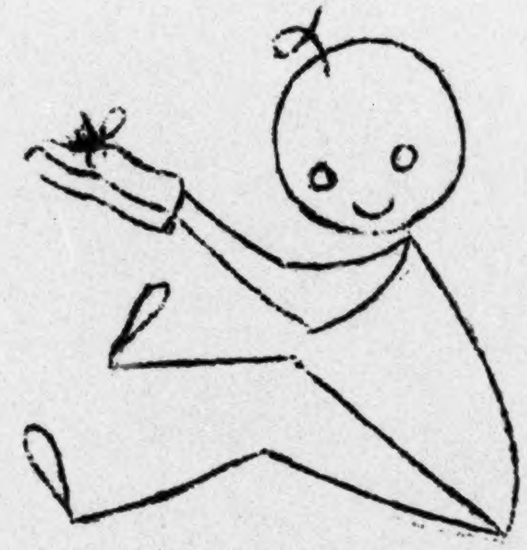
I can jump rope...



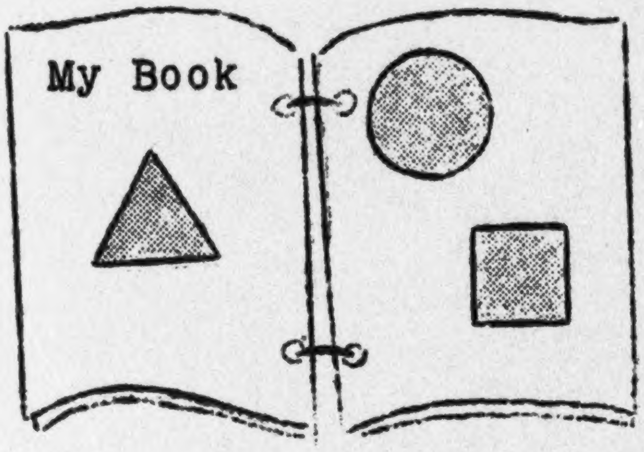
I can tell you where I live...


RED
BLUE
YELLOW

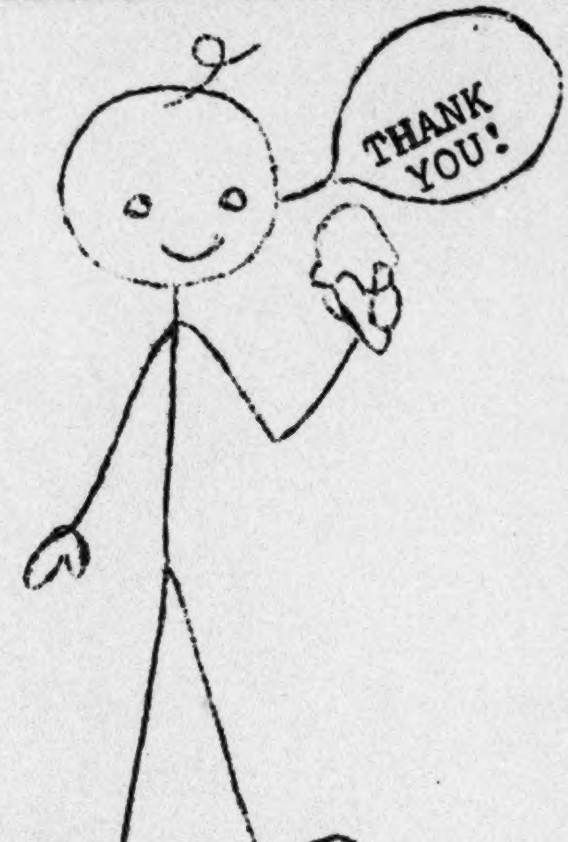
I know the colors red, blue, and yellow.



I can put on my own shoes...



I can recognize these shapes...



I can remember to say "thank you."

10. The purpose of this activity is to help children begin to verbalize that it is important to think they will be able to do things if they really want to do them. Present the Luffins skit that follows:

Luffins Can Count

TEACHER: Hello, Luffins! How are you today? (Have Luffins shrug his head.)

What's the matter? (Have Luffins whisper in your ear. Listen with a serious expression. Murmur "Oh, I see" intermittently.)

Yes, I understand. You really like school but you are feeling sad because you cannot count.

(Let Luffins nod sadly to the children.)

Children, our friend, Luffins, is sad because he cannot count. But we know that if Luffins thinks one very important thought, he will be able to count. Let's see, who can tell Luffins what that very important thought is? If Luffins wants to count, he must think.... (Let the children suggest what the important thought might be. Help them to suggest that Luffins must think that he can count.)

Now, let's help Luffins to think that he can count. What shall we do?

(Let the children tell Luffins that he can count if he will just think that he can. Help children suggest that perhaps if they help Luffins to count, he will believe he can.)

TEACHER: Now, let's help Luffins to count. How can Luffins count to 10? (Elicit from children that he should count one bead at a time, pushing it to one side of a counting frame.)

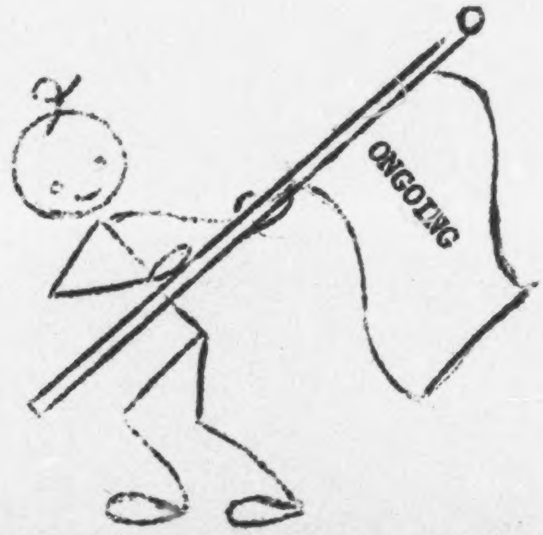
(Have Luffins try to count one bead at a time, but after one or two beads let him start counting too fast and pushing several beads across. Let the children remind Luffins to count one bead at a time and assure him that he can do it. Ask a child to demonstrate for Luffins. Have Luffins try again, slowly pushing one bead at a time.)

TEACHER: See, Luffins. You can do it. You can count to 10.

(Have Luffins perk up and do a little dance. Then have him furiously count to 10 over and over again on each row of beads on the counting frame.)

TEACHER: Fine, Luffins. We all knew you could do it, didn't we, children! And do you know what, Luffins? If you keep that important thought in your mind that you can do things, you will be surprised at all the other things you will learn to do in school.

11. This activity should help children begin to form an idea in their minds of the many things they know and are able to do. Read to your children the book, I Know a Lot of Things, by Ann and Paul Rand (Harcourt, Brace and World, 1956). Talk with the children about how much they can learn and have learned, reinforcing a child each time he expresses a concept of himself as an achiever.



12. This activity is designed to elicit a child's thinking of himself as one who has learned how to do many things in school and to reinforce such thinking by giving the child the chance to move toward school. The teacher and children should play "Something Fun Happened on My Way to School." Follow the procedures for this game as they are outlined in activity #14 of Unit I. For this second unit, however, make up activity cards that help the child see himself as someone who is and can be competent in school. The following are suggested:

Something Fun Happened on My Way to School

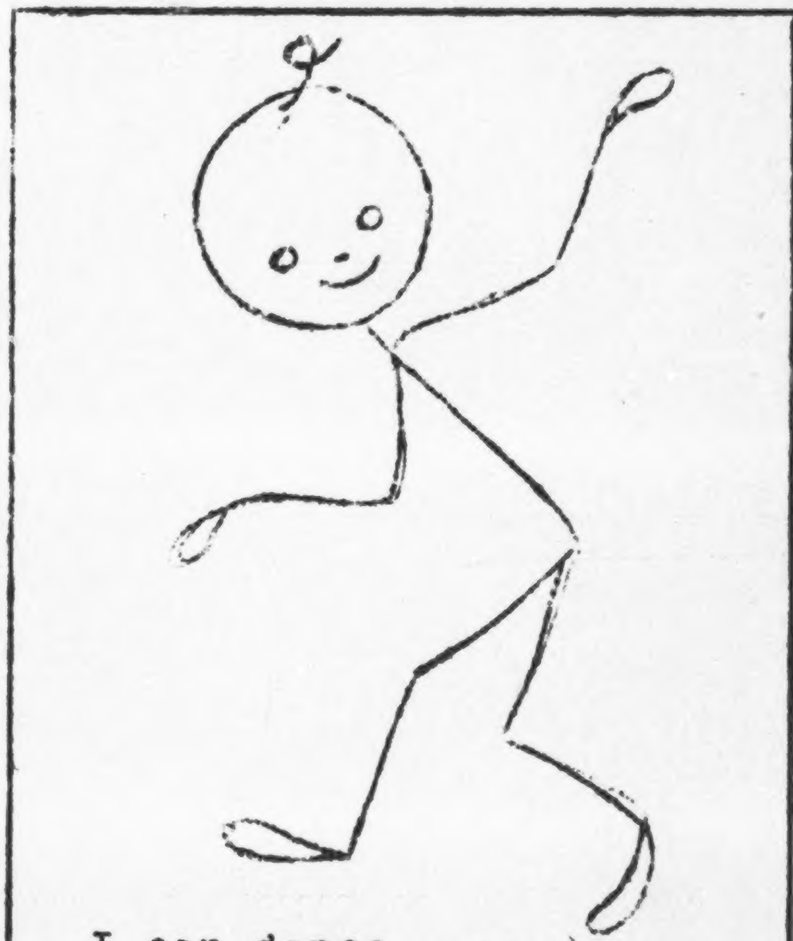
Tap your head and say, "I can do anything if I try." Take one step.
Say, "I can learn new things every day." Take one step.
Hop on one foot and say, "I can count--one, two, three." Take one step.
Stand on one foot and say, "My whole name is ________." Take one step.
Tell the person next to you the color of your clothes. Take one step.
Say, "I can touch my toes." Do it. Take one step.
Say, "I can point to a circle." Do it. Take one step.
Say, "I can name a song." Do it. Take one step.
Say, "I can count three children." Do it and take one step.
Say, "I can find the color red." Point to something red in the room and take one step.

13. This activity is designed to help the child further internalize the idea that he can do things in school. You and the children should play "School Scramble." Follow the procedures for this game as they are outlined in activity #16 of Unit I. The cards for this unit, however, should be statements that emphasize feeling competent in accomplishing various school activities. Some suggestions are:

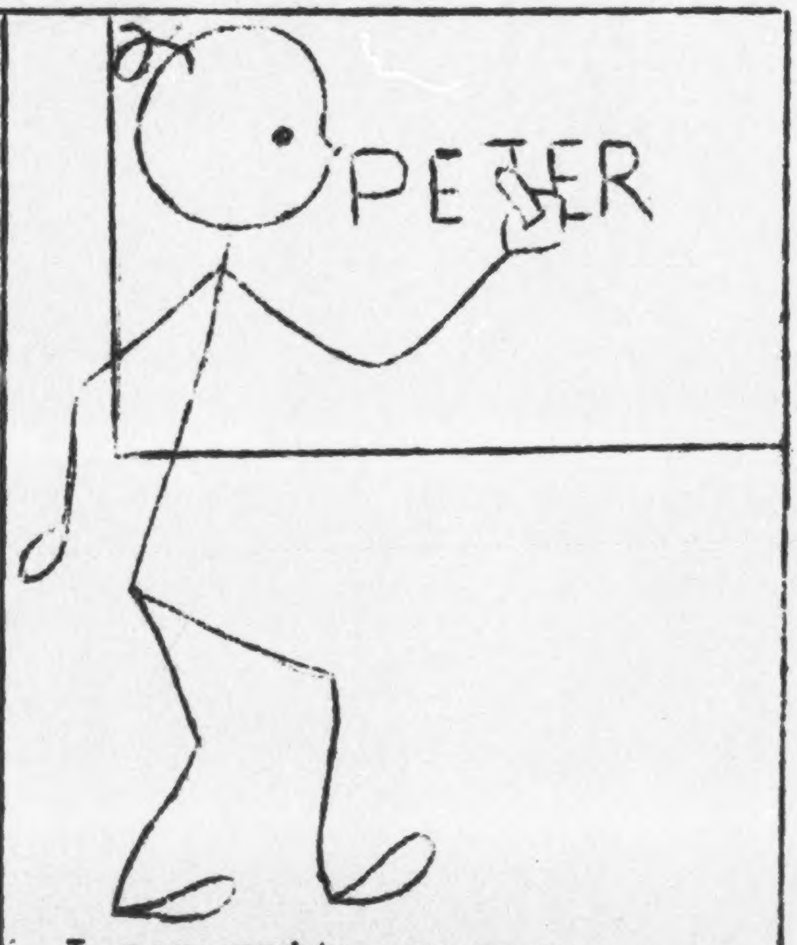
I can paint.
I can count.
I can build.
I can dance.
I can sing.
I can write.

14. This activity requires each child to begin to abstract a concept of himself as being able to do many things. In the morning circle, ask the children to name some things that they can do in school. The children may be reticent but most likely a few will begin to speak up. Encourage each one to think of as many things as he possibly can. To facilitate the discussion, you might suggest that the child remember all of the things he has in his "I Can Do Box." Allow him a few minutes to think of the things he can do and then suggest that he get his box and show some of the things he can do. Give each child such an opportunity and reinforce him for thinking and talking about the things he can do.

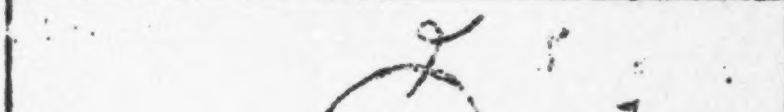
I CAN DO
I CAN DO BOX



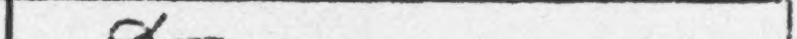
I can dance...



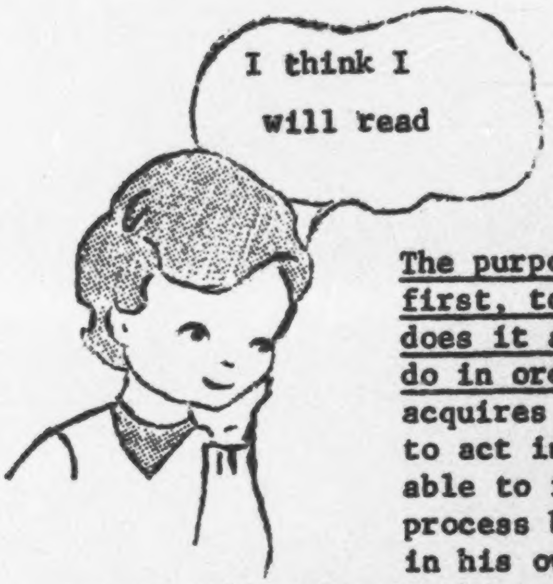
I can write my name...



I can sing.....



I can count three
children...



Unit III

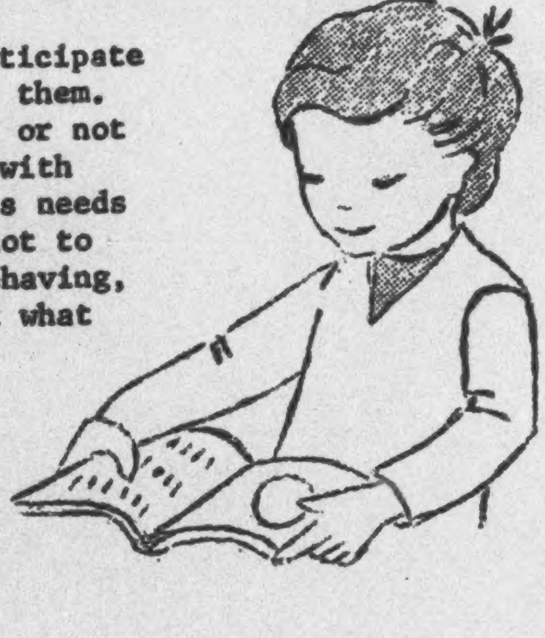
PURPOSIVE RESPONSES

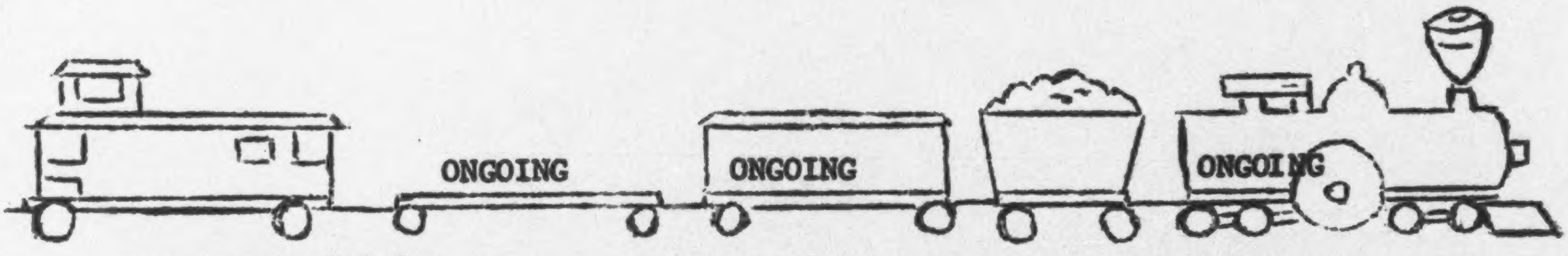
The purpose of this unit is to help each child learn, first, to think of what he is going to do before he does it and, second, to use what he has thought of to do in order to direct what he does. As a child acquires this ability to think before he acts and then to act in accordance with his thought, he will be able to initiate and guide his own behavior. This process begins with the child originating a thought in his own mind. The attainment of the abstract conceptualization of the action to be taken must necessarily precede its use in guiding the action itself. The thought arrived at then should direct the subsequent behavior.

Thinking and then doing should be a part of all actions, simple as well as complex. In a simple act, a child might think that he would like to play with cars. This child would then get some cars and play with them. If he wanted to change his mind, he could; but he would be fully aware of what he would do before he did it. Without such purposive responding, the child would move aimlessly, reacting to whatever attracted his attention at a given moment. In a complex act, such as the setting of accomplishment and/or product goals, again the thought must come before the action. The actual nature or content of the intent or goal the child thinks of is immaterial. The critical task is to help the child learn consciously to think of what he is going to do and then to do it. It is still purposive responding, for example, if the child thinks that he is going to wander around and not do anything in particular, as long as the child thinks this prior to acting and then does indeed just wander around.

Essentially the child should be learning to anticipate the results of his actions before he engages in them. Ultimately, he should learn to forecast whether or not the results of his behavior will be consistent with his reasons for acting, i.e., whether or not his needs will be met. At this point, the intention is not to teach the child to verbalize his reasons for behaving, but simply to help him engage in thinking about what he will do before he does it.

This unit is also designed, however, to begin to develop two additional aspects of purposive responses. The first is to help the child set for himself realistic intents and goals, that are within his capabilities to attain; and the second is to help the child pace his own intents and goals, i.e., gradually to increase their difficulty.



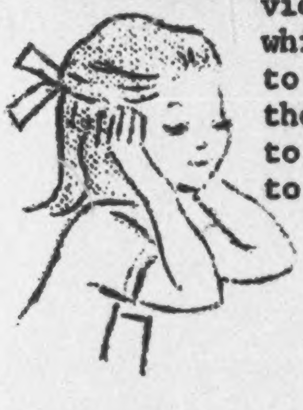


Ongoing Activities

1. Continually model the process of thinking about what you are going to do and then doing it. Verbalize your intentions and goals and the fact that you are acting in accordance with your thinking; e.g., you could say to the children, "I think I will clean off the top of my desk." Then, as you proceed to clean it, you would say, "I thought I would clean my desk off, and so now I am cleaning it off."

2. Fully expect that each child can think of something to do by himself. First, make the child aware that he must stop to think about what he is going to do before he does it. Then help the child realize that it is his own responsibility to think of something all by himself. Although you may be uncomfortable waiting for a child to think of something he would like to do, the child must be given the opportunity to do so. However, gently encourage the child by telling him that it is hard to think of things by himself, that you know he can, and that he may have all the time he needs. The important point is that the child be given a chance to begin to realize that he has the capacity to formulate what he will do in his own mind.

3. Continually provide each child with opportunities to think for himself of what he wants to do. In these situations, speak to the child individually and have him close his eyes and cover his ears while he is trying to think of what it is he is going to do. Doing so will help the child to concentrate on the thinking of the idea by himself and not allow him to respond to the particular stimuli that might come to his attention.



4. Reinforce every attempt made by a child to try to think of what he will do. Although children's ability will vary, all should be reinforced for their efforts at their own respective levels of competence. Some, for example, should be reinforced for just starting to think about what to do. Others may be able to think about and carry out fairly complex actions; these should be reinforced as well.

5. As each child learns how to think of what he will do, help him to learn how to let an idea stay in his mind and guide what he does. In order to do this, always write down the child's thoughts of what he wants to do and encourage him to refer to his intentions while he is carrying them out. Constantly try to help each child to see the relationship that should exist between the initial idea and the actual behavior.

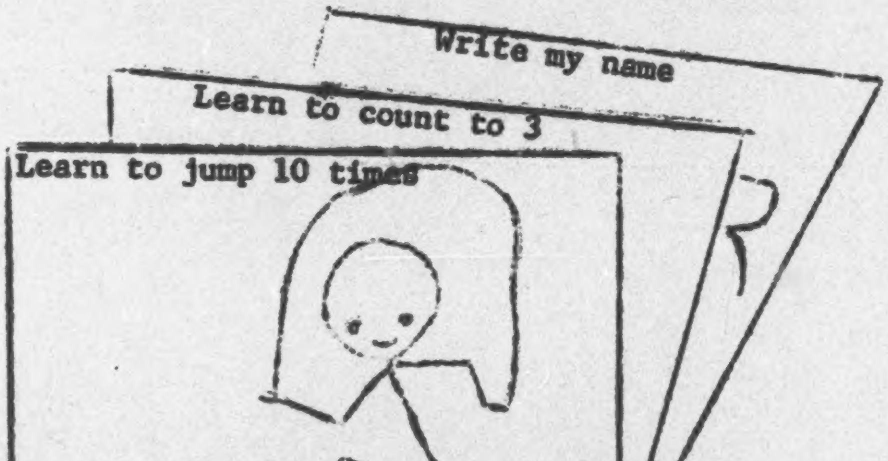
6. Reinforce each child whenever he carries out his original intention. That is, not only reinforce the child for thinking up what it is he wants to do, but also reinforce the child for following through and actually doing what he thought of doing.

7. Help each child pace himself with realistic objectives. Whenever an opportunity arises, talk to each child about whether or not he is trying to do something that is either too difficult or too easy for him. Help him learn to estimate what he can do that is both possible and challenging.

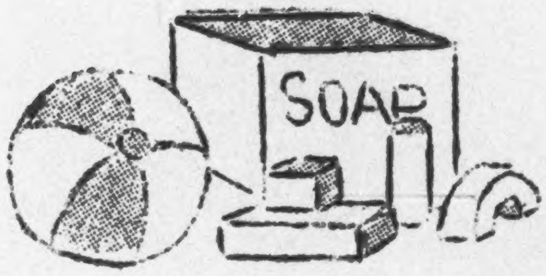
Specific Activities

1. This activity is designed to provide the children with a model who thinks before she acts. As you go about your various activities in the classroom, talk about what you are thinking of doing and then do it. In each case, the verbalized intents should be followed immediately by the act itself. This modeling should accompany all of your activities including minor and routine tasks, e.g., you might want to play a record for the children. Prior to doing so, tell the children that you are thinking that you will play a record for them. Then, as you play the record, point out to the children that you are doing what you thought about doing. In this manner you will continually exhibit purposive responses as you think and then do what you thought about doing.

2. This activity should help each child learn what a thought is and how to produce one by himself. Working with a small group of children, ask each child to close his eyes, put his hands over his ears, and think of some object. At first it may be necessary to suggest that the child think of something red, or something round, or something large, etc. As soon as the children understand what is expected, however, ask them simply to think of something. After they have learned to think of things, ask them to think of general activities that they might do and then encourage them to think of academic activities that they might do in the classroom. After each child has arrived at his thought, have the child whisper what he is thinking in your ear. As the child does so, draw the object or action on a piece of paper. The child should then share his thought and picture with the other children.



3. The purpose of this activity is to help each child think of several things that he might do with a familiar object. Bring two or three classroom toys that have multiple functions to a small group of children. Encourage each child to tell what he might do with each toy. As suggestions are made, reinforce each child for thinking up something he might do, e.g., "I am glad to see you thinking ahead" or "It is very good for you to make suggestions."



4. This activity is designed to elicit the child's thinking of something he might do and to reinforce him for such thinking by letting him move toward "school" in playing "Something Fun Happened on My Way to School." Follow the procedures outlined for this game in activity #14 of Unit I. The activity cards for this unit should require the child to think of something he might do and tell what he has thought. Some suggested activity cards are:

   Think of and tell something you are going to do with your hands. Take one step.

   Think of and tell something you are going to do with your feet. Take one step.

   Think of and tell what you are going to draw with a crayon. Take one step.

   Think of and tell what you are going to build with the blocks. Take one step.

   Think of and tell what you are going to do on the playground today. Take one step.

   Think of and tell what you are going to do when you get home today. Take one step.

5. This activity should provide each child with an abstract peer model who learns to think of something to do and then does it. Read to the children the following story:

The Day Peter Planned (Use flannel figures)

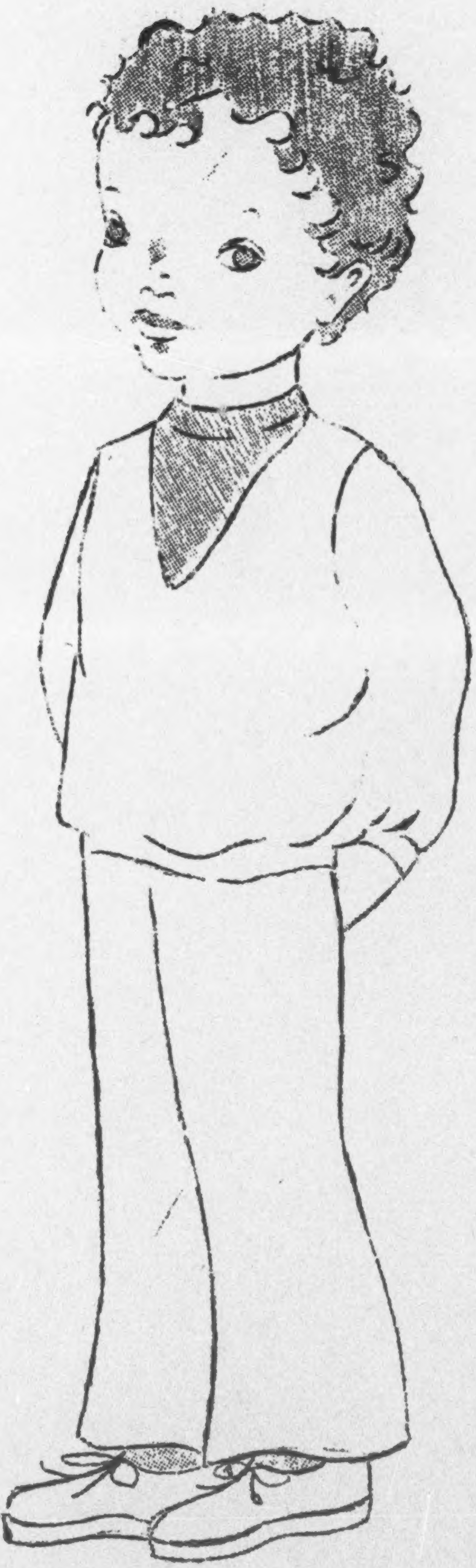
Peter is a little boy who goes to preschool. He likes school because it is fun to learn about new things. Peter has learned about many things, and he can do many things in school. He can paint, build with blocks, paste, play with puzzles, and count to 10.

Each morning, Peter's teacher asks the children what they are going to do that day. Billy, Peter's friend, says he is going to build a tall building with blocks. Robert says, "I'm going to make a puppet," and Maria wants to put a puzzle together. The teacher asks Peter, "What are you going to do?" Peter likes to paint and build with blocks, but he just can't think of what he wants to do. So he just watches his friends do all the things they thought about doing.

One night, Peter thought about school and about all the things his friends had thought of doing and had done. He made up his mind that he, too, would think of what he wanted to do in school the next day. So he thought and thought about what he wanted to do. He thought for a long time and finally he knew exactly what he was going to do in school.

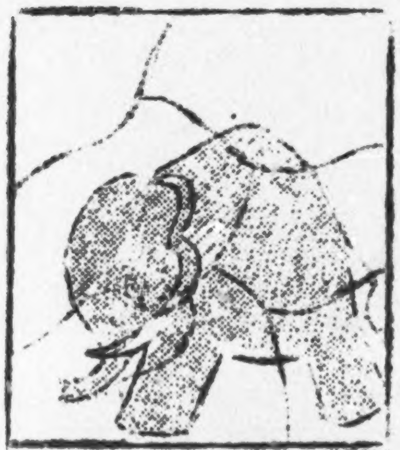
The next morning Peter woke up bright and early. His mother started to get his clothes ready but Peter said, "Mom, last night I thought about what I want to wear today. I want to wear my blue pants and my red shirt." His mother said, "Peter, what a big boy you are! You thought about what you want to wear all by yourself."

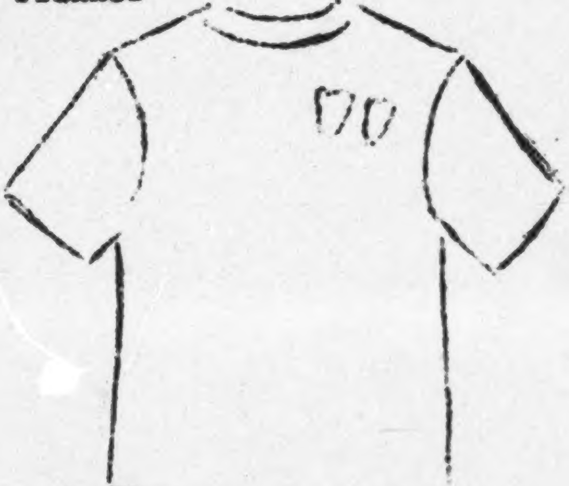
That day in the morning circle, the children all told what they were going to do. Finally it was Peter's turn. He cleared his throat and in a big voice he said, "Today I am going to paint a picture." Everyone looked surprised and pleased. Peter got right to work and painted a beautiful picture. He was so happy to have thought of doing it all by himself. His teacher said to him, "Peter, I am so proud of you. You have thought all by yourself what you were going to do."

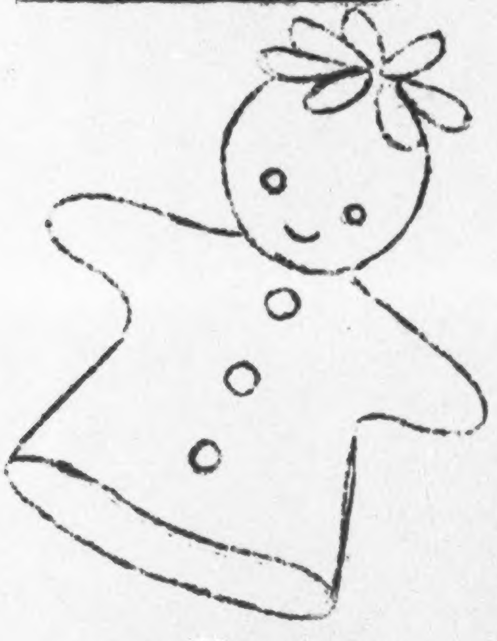


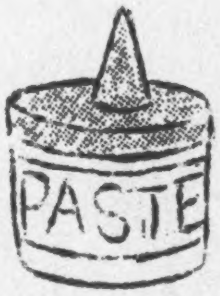
ROBERT

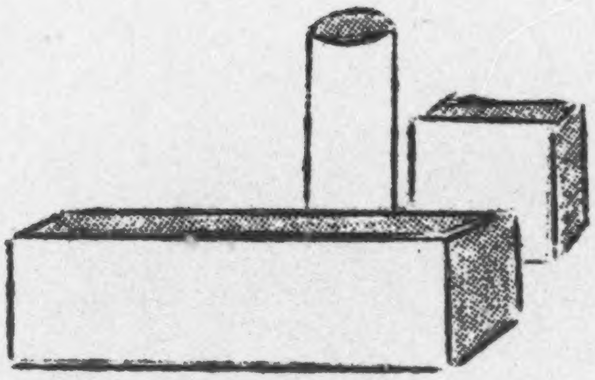
Flannel board patterns
for "The Day Peter Planned"

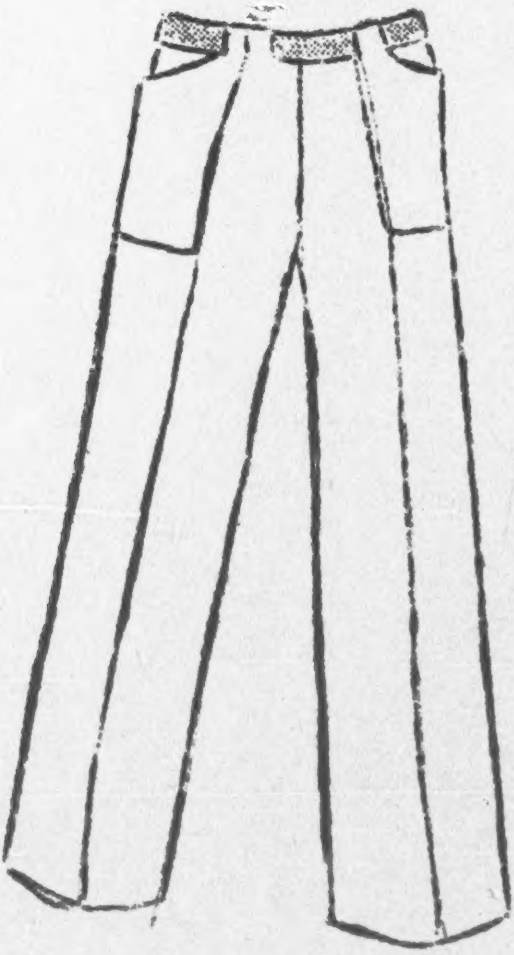


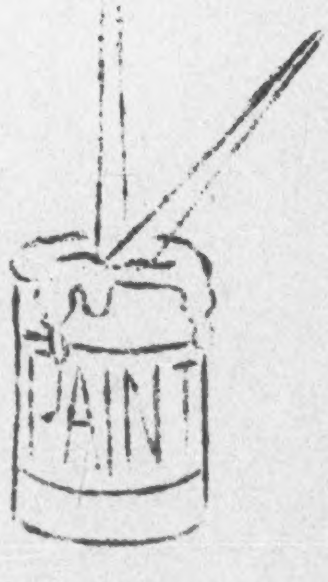


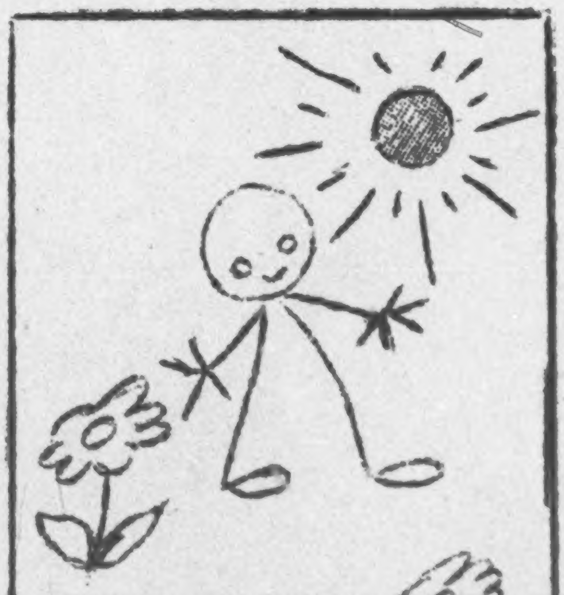












6. This activity should help each child begin to verbalize the process of thinking and then doing. Follow the script below:

Luffins Learns To Think of Something To Do

TEACHER: Hi, Luffins! How are you today? We haven't seen you in a long time.

(Have Luffins give an elaborate greeting to the children.)

Did you like the story about Peter, who finally thought of what he wanted to do?

(Have Luffins nod enthusiastically and then whisper in your ear.)

(to Luffins) Oh, Luffins! Are you sure you cannot think of things to do by yourself?

(to children) Children, do you know what? Luffins liked the story about Peter. Luffins wants to think of something to do too--but he doesn't know how. Children, do you think Luffins can think of something to do?

(Have Luffins shake his head back and forth emphatically.)

Oh, Luffins! Of course you can. Do you remember that last time you didn't think you could count and you did! (to children) Remember how Luffins counted to 10? All right, Luffins, let's ask the children if they will help you. (Encourage children to respond.)

(to children) What does it mean to think of something to do? How can we explain it to Luffins?

(Elicit from the children verbalizations about thinking of things to do. Reinforce each attempt to describe this process.)

Yes, we think of something in our minds; our minds tell us what it is we will do; and then we do it.

(Discuss an example of someone in the class who thought of something to do, e.g., "Johnny thought about bringing his book to school today. Before he came to school he thought in his mind what he wanted to bring and then he brought it to school.)

So, Luffins, you must think of something in your mind that you want to do and then you must do it.

Can we say anything else to help Luffins understand?

(Pause)

Luffins, have you thought of anything yet? (Have Luffins shrug.) Well, close your eyes and cover your ears and try to think of what it is you want to do.

Now think. Think in your mind of what you are going to do. (Have Luffins suddenly jump up and down excitedly.)

What is it, Luffins? What is it?

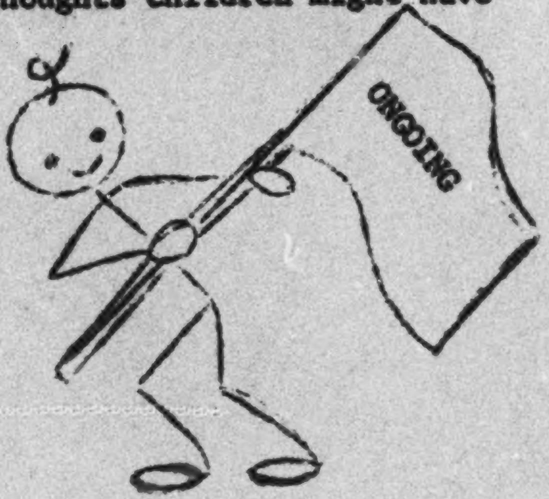
(Have Luffins whisper in your ear.)

Children, we did it! We helped Luffins to think of something to do. And now Luffins knows that he is going to read a story book.

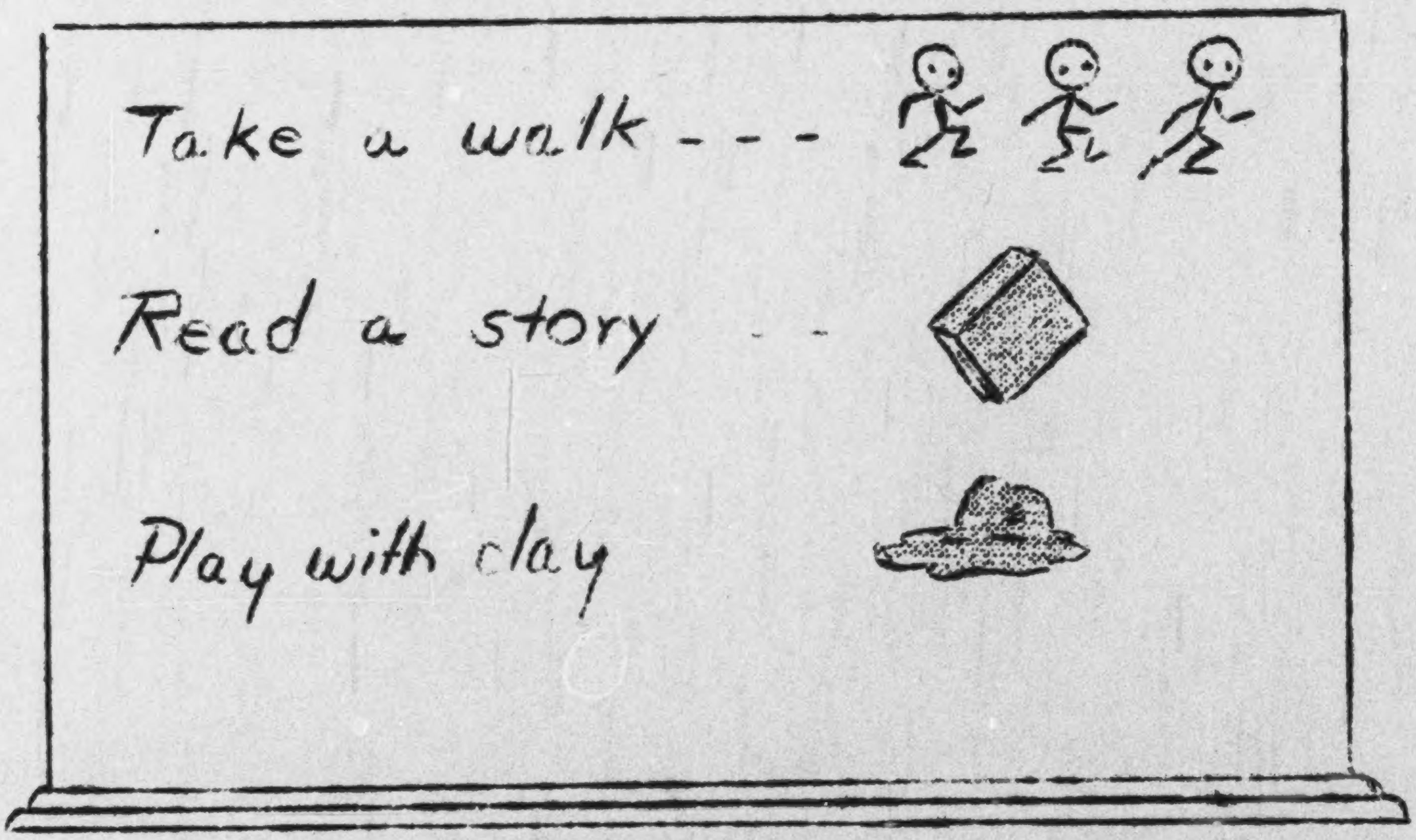
(Have Luffins pick up a book and show it to the children. Then have Luffins read the book.)

7. This activity should provide each child with an opportunity to think of something to do and also an opportunity to do it. While the children are still gathered in the morning circle, explain that each child may do something he wants to do as soon as he leaves the circle. Then help each child think of something to do. As the child tells you what he is going to do, write it down for him. Then allow the child to go and do what he thought of doing. As all the children are doing this, move from one to another and talk with each child about what he wanted to do and what he is doing. Reinforce both the child's thinking up what he was going to do and his doing it. Thoughts children might have could be:

Thinking of building a tower.
Thinking of feeding the rabbit.
Thinking of making a spinner.
Thinking of jumping 15 times.
Thinking of reading a book.
Thinking of listening to a record.



8. This activity is intended to help children think of things to do as a group during the day. While you and the children are still in the morning circle, ask the children to help you think of what they would like to do on that day. Reinforce the children as they suggest various activities. Two or three activities should be agreed on as the activities for that day. These should be written on the board with simple pictures to illustrate them. Refer to them often during the day and emphasize how what they thought of doing directs what they do.

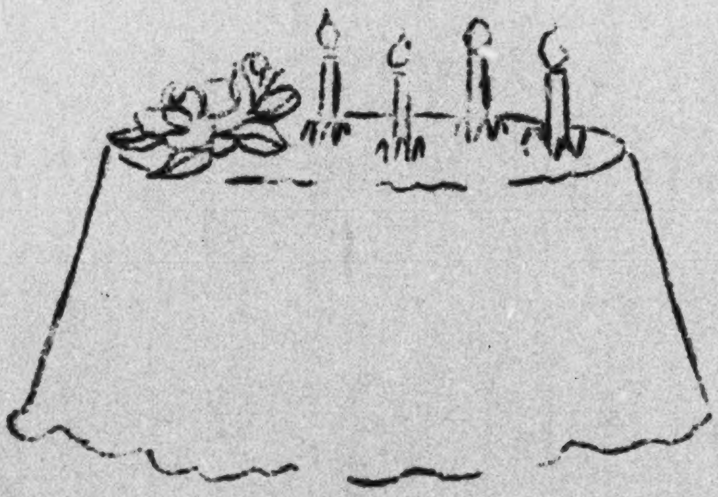


9. This activity is designed to provide each child with a model who engages in "thinking-and-then-doing" fantasy and then an opportunity to participate in "thinking-and-then-doing" fantasy himself. Use the flannel figures and follow the procedures outlined in activity #12 of Unit I. Each of the stories you might use for this unit should picture the two children, Peter and Maria, thinking about what they are going to do and then doing it. The following story is an example of the type that you might make up.

TEACHER: These three children, Maria, Peter, and Billy, are shopping in the supermarket all by themselves. They feel very grown up. Tomorrow is Maria's birthday. Before

> they came to the market, the children had thought about exactly what they wanted to buy. They were going to buy ice cream, cake, and milk for the birthday party. So first they go to the baked goods section and find some cake. Next they go to the cooler for the milk, and finally to the freezer for some ice cream. Now they have everything they came for, and they are smiling.

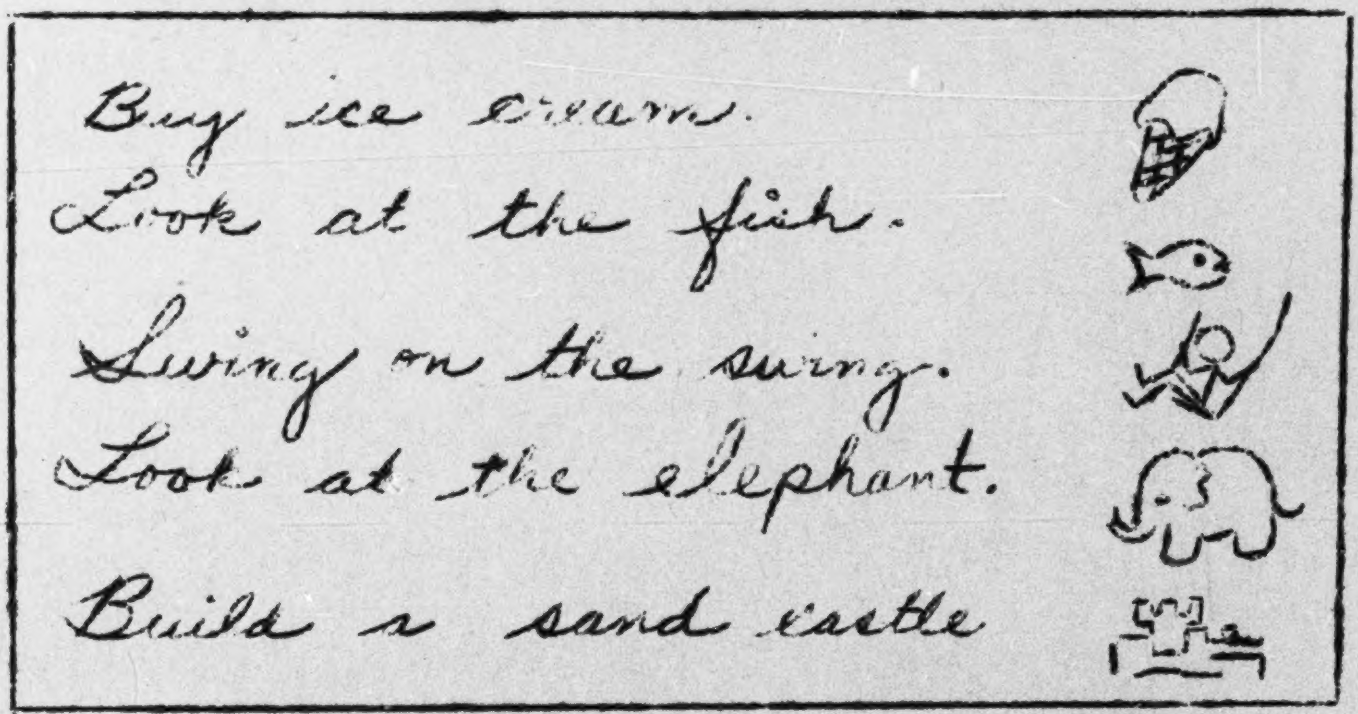
After you have modeled several stories, encourage the children to make up their own stories about thinking and then doing. As they do so, reinforce them.



10. This activity should help each child learn to think about what he will do in a future situation and to verbalize his intents. The teacher should prepare a series of incomplete sentences such as:

When I go to the supermarket, I am going to _________.
When I go to the pet store, I am going to _________.
When I go to the park, I am going to _________.
When I go to the zoo, I am going to _________.
When I go to the beach, I am going to _________.

Give each child an opportunity to complete a sentence. As he does so, reinforce the child's thinking rather than the content of his thoughts, e.g., "I like the way you thought of what you are going to do at the _________." List all the responses and, at the end of the activity, show the children the list and tell them how proud you are that they were able to think of all the things they would do.

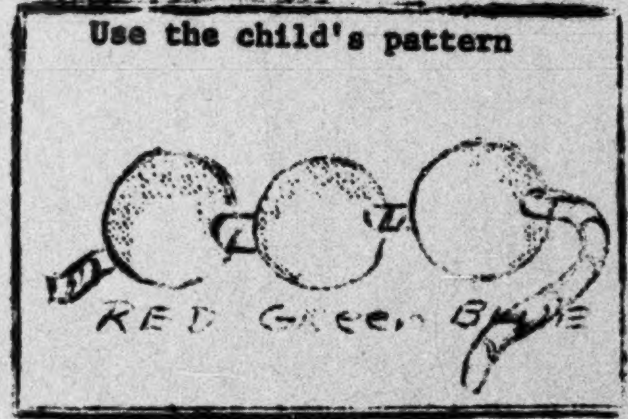


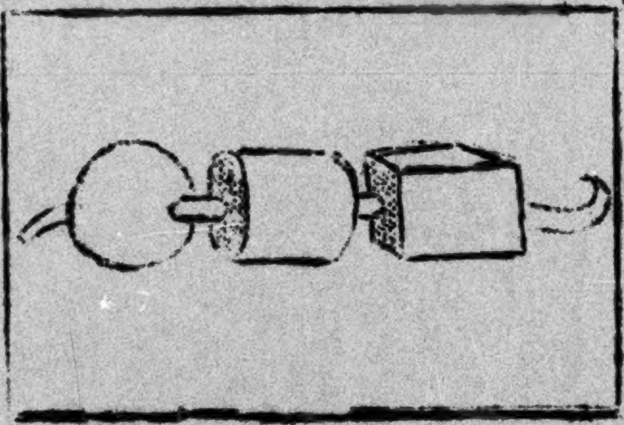
Buy ice cream.
Look at the fish.
Swing on the swing.
Look at the elephant.
Build a sand castle

11. This activity should give the children experience in thinking of what they will do in a complex activity and following through with the activity according to their plan. Help the children plan a brief field trip. Write down the plan, using key words and simple illustrations. During the trip, continually verbalize the relationship between the plan that they thought of and the things that they are doing. After

the trip, the teacher should ask the children to look at their plan to see whether they had carried out the activity according to their plan. The trip should be carried out as near to the way it was planned as possible.

12. This activity should help each child learn to follow through and do what he thought of doing. Begin working with the children on some project that requires that the child think of and follow through using a pattern, e.g., bead-stringing, block-building, etc. Encourage each child to think of a simple pattern. Then draw the child's pattern on a card. Give the child his pattern so that he will be able to follow it while he is engaged in the activity. Reinforce the child for following his pattern and give him his card with the pattern on it to put into his "I Can Do Box" after he has successfully completed it.





13. This activity is designed to provide the children with a model who thinks up a pattern and then follows it through, and then to give the children a chance to make up a pattern and follow it through themselves. Demonstrate the process of thinking of a pattern and then following it. For this activity the pattern should be limited to the repetition of any series of physical movements that can be done by the children.

TEACHER: Today I am going to make a pattern. Watch me carefully to see if you can find out what the pattern is.

(To herself) Mmmmmm. What movements shall I use? (Pause) I know. I will walk, walk, run, run, and jump. (Demonstrate actions and verbalize.)

"Walk, walk, run, run, jump, walk, walk, run, run, jump, walk, walk...."

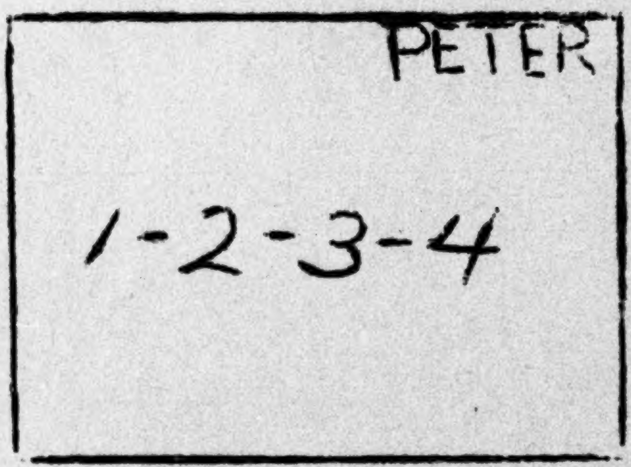
(Stop and turn to children.) "What was I going to do next?" (Wait until children tell what the next movement should be; then continue the pattern and stop at another part. This time ask the children to continue the pattern individually.)

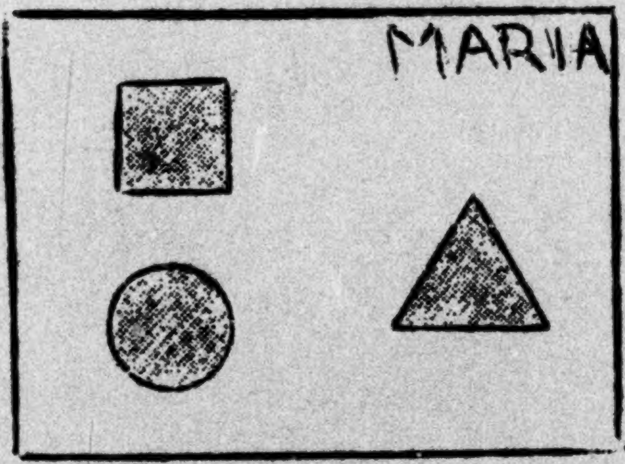
Then give the children a turn at making a pattern and following it through. Reinforce the children for both making the pattern and following it through.

14. This activity should make it clear to the children that what they have in their minds should direct what they do. Read to the children Mr. Rabbit and the Lovely Present, by Charlotte Zolotow (Harper and Row, 1962). Emphasize to the children the fact that something in the little girl's mind directed her to do what she did.

15. This activity is designed to help each child learn how to follow what he has thought of doing. Sit down individually with each child and ask him to think of something he would like to make to give to someone. Help the child plan what he must do to complete his gift. Write down the plan and post it for the child to look at. On the days that follow, help the child follow his plan successfully. The quality of the resulting gift is not important. The process of thinking about what is to be done and doing it is critical and should be verbalized by you and reinforced in the child whenever it occurs. If a child is not able to produce a plan or complete his gift, it doesn't matter. He should still be reinforced for every effort he makes to use this process, i.e., to think ahead of what he wants to make and follow through by making what is in his mind.

16. This activity should give each child a thinking-and-doing academic experience. Ask each child to think of one thing that he would like to be able to do in school. Encourage the child to think of some learning-oriented activity, e.g., counting, drawing shapes, learning colors, cutting on a line, etc. After the child thinks of the area he would like to work in, e.g., counting, help him establish a realistic objective. You might, for example, have him count as far as he can and then ask him how far he thinks he can learn to count in one or two days. A picture of the task decided on should be drawn on a card and the card posted on the board. Throughout the day and perhaps over several days, encourage the child to work towards his objective. Each time he makes some progress toward his objective, e.g., is able to count to one more number, reinforce him with praise and perhaps a check mark on his card. When he can do what he set out to do, reinforce him and give him the card to put into his "I Can Do Box."





Unit IV

INSTRUMENTAL RESPONSES

The purpose of this unit is to help each child learn how to accomplish his objectives, i.e., to help him identify and engage in behavior that will be instrumental in obtaining for him his desired ends. First, the child must realize that he must do something if he is to obtain his goal. He can think about it and talk about it, but he will never obtain his goal until he does something about it.

Once the child realizes that he must actively pursue his goal, he must learn that not every action he could take will lead him to his goal. Some things he could do will help him reach his goal, whereas other things will not. At this point, therefore, it is essential to help the child learn to visualize the relationship between specific actions and their consequences. Only as the child learns to anticipate the results of his behavior will he learn to discriminate between that which will and that which will not be instrumental in obtaining for him his objectives.

ONGOING
ONGOING
ONGOING

Ongoing Activities

1. Continually demonstrate the instrumental steps you are taking to accomplish various objectives. As you do so, explain the relationship of each particular step to some aspect of the desired end result. Opportunities for such modeling are numerous throughout the day; e.g., you could demonstrate and explain the instrumental steps you are taking to prepare for lunch. "First, I must clean the table so that it will be ready for us to eat on it. I will use a wet cloth with a little soap on it, because water alone will not wash off the clay we used there today. Now I will dry the table with a towel so that the napkins will not get wet," etc. It should be obvious to the child that you have thought through the relationship of each step to your objective and selected to do those steps that will have brought about the results you wanted.

2. Each time you observe a child engaged in a series of instrumental steps toward a goal, encourage him to verbalize his steps and the relationship of what he is doing to what he wants to obtain. If this is done, children can serve as models of the instrumental responses for their peers.

3. Help each child understand that there are a series of steps that he must go through in order to accomplish each of his goals. Talk with each child about what he wants and what he must do in order to get what he wants. Write down the child's objective and the steps you help him to identify as instrumental to that objective. Then encourage the child to follow the steps and check them off one by one as he completes them.

4. Reinforce the child each time he suggests and/or performs a step that is instrumental to one of his objectives. Make clear to the child that it is the instrumental aspect of his idea or behavior that you are reinforcing.

5. Help the children realize that there are several sets of steps that can be used to accomplish any one particular goal. Each set of steps produces a slightly different end result; e.g., the objective to make a "trick or treat bag" for Halloween could be accomplished by using various materials, milk cartons, or paper bags, and by decorating differently, by pasting, coloring, etc. For each set of steps, help the child learn to visualize the end product so that he will be able to use the set of steps that will create the type of bag he wants. Experiences of this nature will help the child learn to differentiate between responses that will and responses that will not be instrumental to his particular objective.

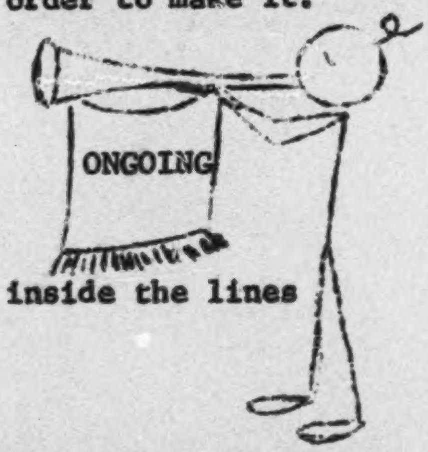
6. Also model and reinforce behavior that is instrumental to learning in school, e.g., asking questions, working independently, trying hard, sticking to something, etc. It is particularly important that you state explicitly what you are modeling; e.g., "I must try this over and over until I learn how," or "I want to know many things about the world,"; and also what you are reinforcing, i.e., "I like the way you are really working hard," or "I like the way you are doing that all by yourself," or "It is fine to see you stick to something until you have finished it," etc.

Specific Activities

1. This activity is intended to help the children realize that it is often what people do that makes things the way they are. Arrange something in a very unusual position so that when the children arrive in the classroom they will immediately notice the change. Then sit down and discuss with the children how the particular item came to be in its new and strange position. Point out that it could not have moved by itself and emphasize that the way things are is the result of what someone does; e.g., the classroom does not become tidy by itself, the children must put away the things they work with, and someone must clean it every evening after the children have gone home. Encourage the children to think of examples of people making things the way they are and continue the discussion until the children understand that what they and others do determines how things are.

2. This activity should provide the children with a model who determines how things are by what she does. Demonstrate and verbalize the relationship between what you do and how well various class projects turn out. Several times during this day, neglect to prepare or provide one of the materials needed to complete a particular task; e.g., you could say, "Today we are going to make a collage. Here is a piece of paper for each of you and the materials you need. You may begin." The children should notice immediately that you have not given out paste. Acknowledge the negligence, stressing that you were responsible for getting the paste and that because you did not, it was not ready for the children to use. Also select several projects during this day that, because you carefully followed the necessary steps, were extremely successful. In both types of situations emphasize that what you did determined how things went.

3. This activity should show the children that a series of specific steps are needed to accomplish a specific goal. Model the following of a series of specific steps to make a pinwheel. First, display a finished pinwheel and write down the steps that are required in order to make it.



   a. Gather materials:
      - pattern
      - crayons
      - scissors
      - pins
      - chopsticks

   b. Color both sides of the pattern inside the lines
   c. Cut along lines
   d. Stick pin through holes
   e. Attach pin to chopstick

   Then follow each step exactly as you have outlined it on the board. As you do so, talk about the fact that you are following the steps you outlined. After you have completed your pinwheel, help the children make their own pinwheels. Be sure that you reinforce the children for following the steps rather than for the quality of the pinwheels produced.

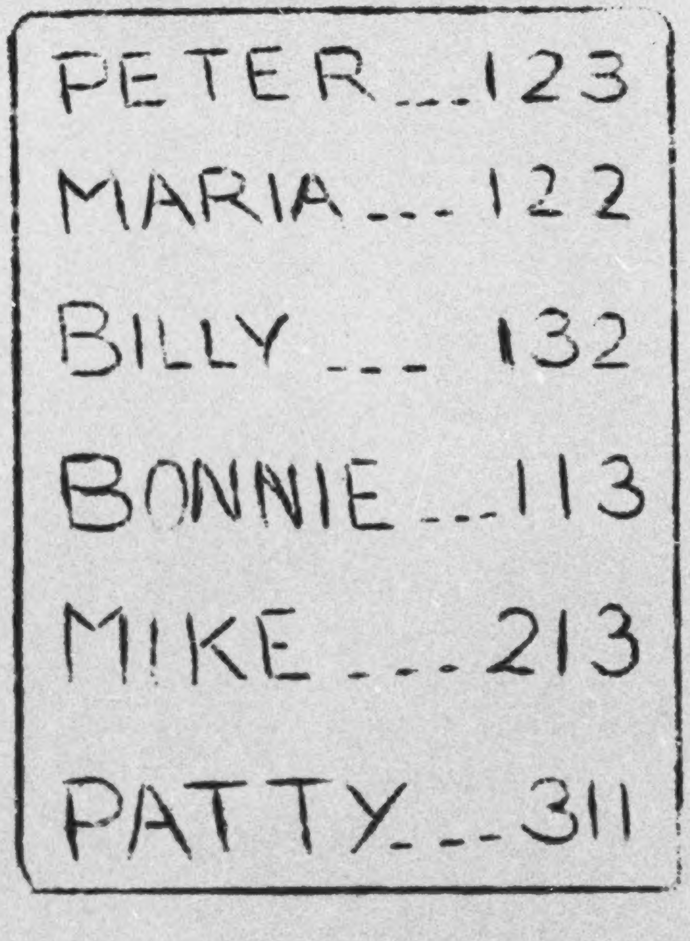
When the project has been completed, point out that the pinwheels turned out to be pinwheels and worked because the children followed the specific steps that were outlined.

4. This activity should give each child experience in performing certain steps that are instrumental to his completing a specific task. Discuss with the children the steps that are required in order to make a telephone call. Elicit suggestions from the children and write the steps on an experience chart:

   a. Decide on whom to call
   b. Find that person's number
   c. Pick up the phone
   d. Dial the correct number
   e. Let the phone ring
   f. Listen for the person to answer

Emphasize that each step is necessary in order for the telephone call to go through. You could demonstrate this point by leaving out one of the steps and showing the children that the call did not go through. Then set up two toy telephones and let the children have the experience of calling each other. After they have practiced on the toy phones, let each child experience calling someone--perhaps a parent--on a real telephone. This activity may take several days.

Note: One successful experience with this activity involved the teacher's making a small telephone directory with 3-digit numbers for each child. When a child dialed the number correctly, the teacher rang a bell. In some areas, the telephone companies provide "teletrainers" that are excellent for this activity.

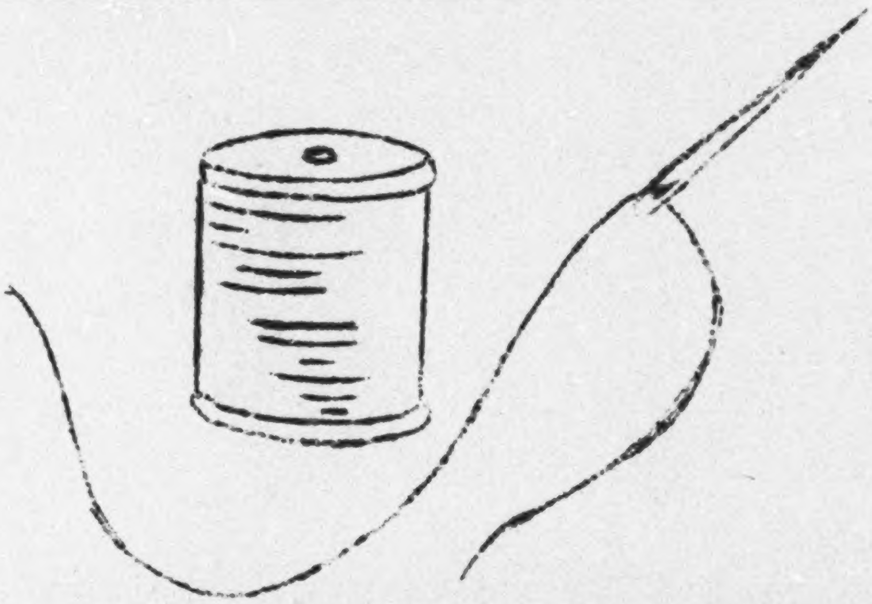

PETER...123
MARIA...122
BILLY ... 132
BONNIE...113
MIKE ...213
PATTY...311

5. This activity should help each child learn to identify and associate specific instrumental steps with specific goals. Introduce and play with the children the game "The Things We Need." This game consists of seven sets of cards. Each set contains a master card that states on it that a particular activity will be undertaken. The set also includes several item cards that illustrate things that are needed for the activity on the master card to be carried out. The following is a list of suggested sets of cards:

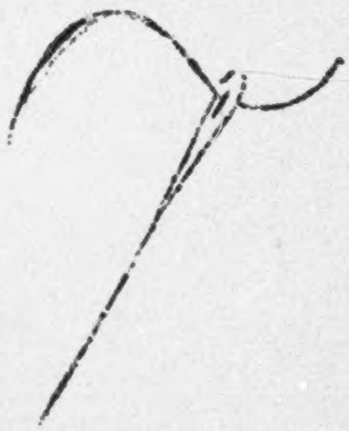
The Things We Need

Master Card	Item Cards
1. Today we are going to paint.	paint brush easel apron paper
2. Today we are going to work with wood.	hammer nail saw wood
3. Today we are going to color.	crayon paper
4. Today we are going to sew.	needle scissors thread
5. Today we are going to cut and paste.	paper scissors paste
6. Today we are going to play with clay.	clay water apron newspaper

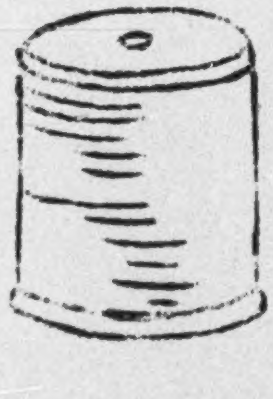
Introduce each set of cards and discuss with the children the relationships between the activity and the things that are needed to carry out the activity, i.e., the master card and the item cards. After the discussion, shuffle the item cards and pass three to each child. Then select one master card at a time, read the activity, and ask the children, "Who has the things we need to __________?" The children holding the appropriate item cards are to raise their hands



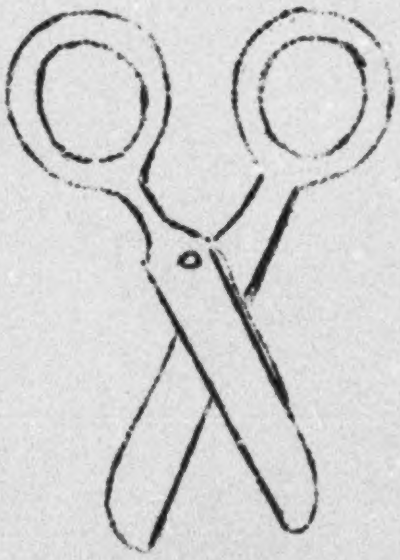
Today, we are going to sew.



Needle



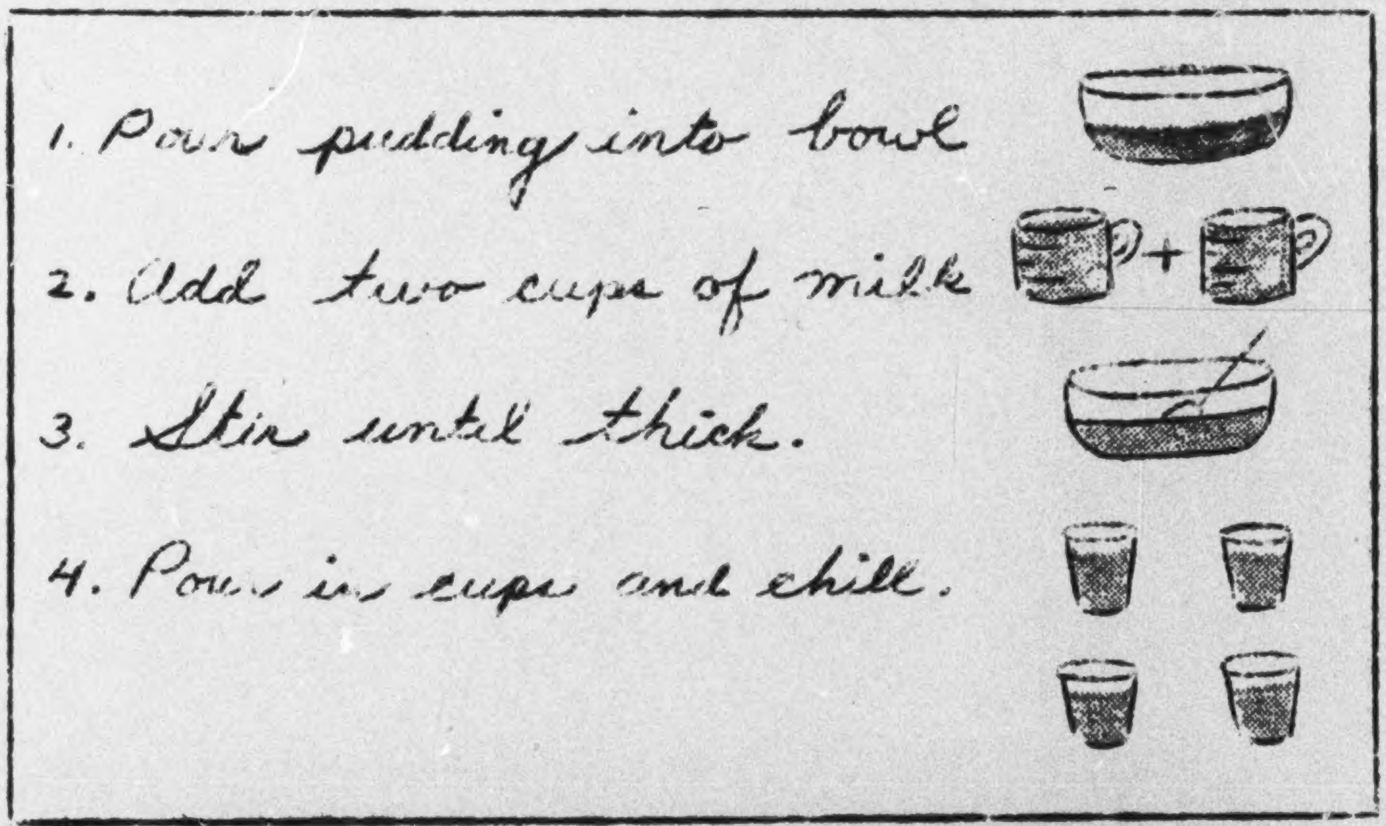
Thread



Scissors

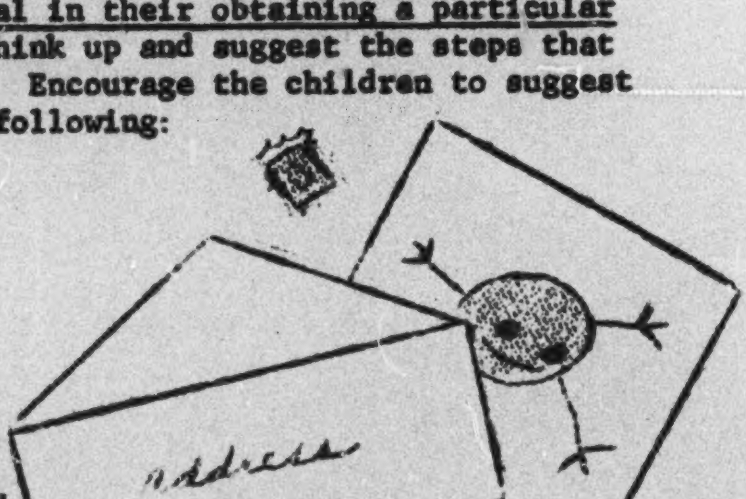
and show their cards, and then hand them to the teacher. Reinforce the children for identifying the appropriate items and seeing the relationship between the materials and the activity to be engaged in. The game continues until all of the children have handed in all their cards.

6. This activity is designed to give the children experience in following a specific series of steps that are instrumental in producing a specific product. Introduce the idea of making pudding to the children. Discuss with the children all of the materials they will need and the steps that they must follow if their pudding is to turn out well. During the discussion, list each step on an experience chart, so that you and the children may follow each step carefully. As you do so, continually point out to the children that they are following the steps that they have outlined. After all of the steps have been taken, help the children to review the steps and verbalize the fact that each step was necessary in order to get the pudding to turn out the way they wanted it to.


1. Pour pudding into bowl
2. Add two cups of milk
3. Stir until thick.
4. Pour in cups and chill.

7. In this activity, the children should discriminate for themselves the steps that will be instrumental in their obtaining a particular objective. Ask the children to think up and suggest the steps that are involved in mailing a letter. Encourage the children to suggest a series of steps similar to the following:

a. Decide on whom you are sending the letter to.
b. Draw a picture for the letter.
c. Put the picture in the envelope.
d. Address the envelope.
e. Put a stamp on the letter.
f. Put the letter in the mailbox.

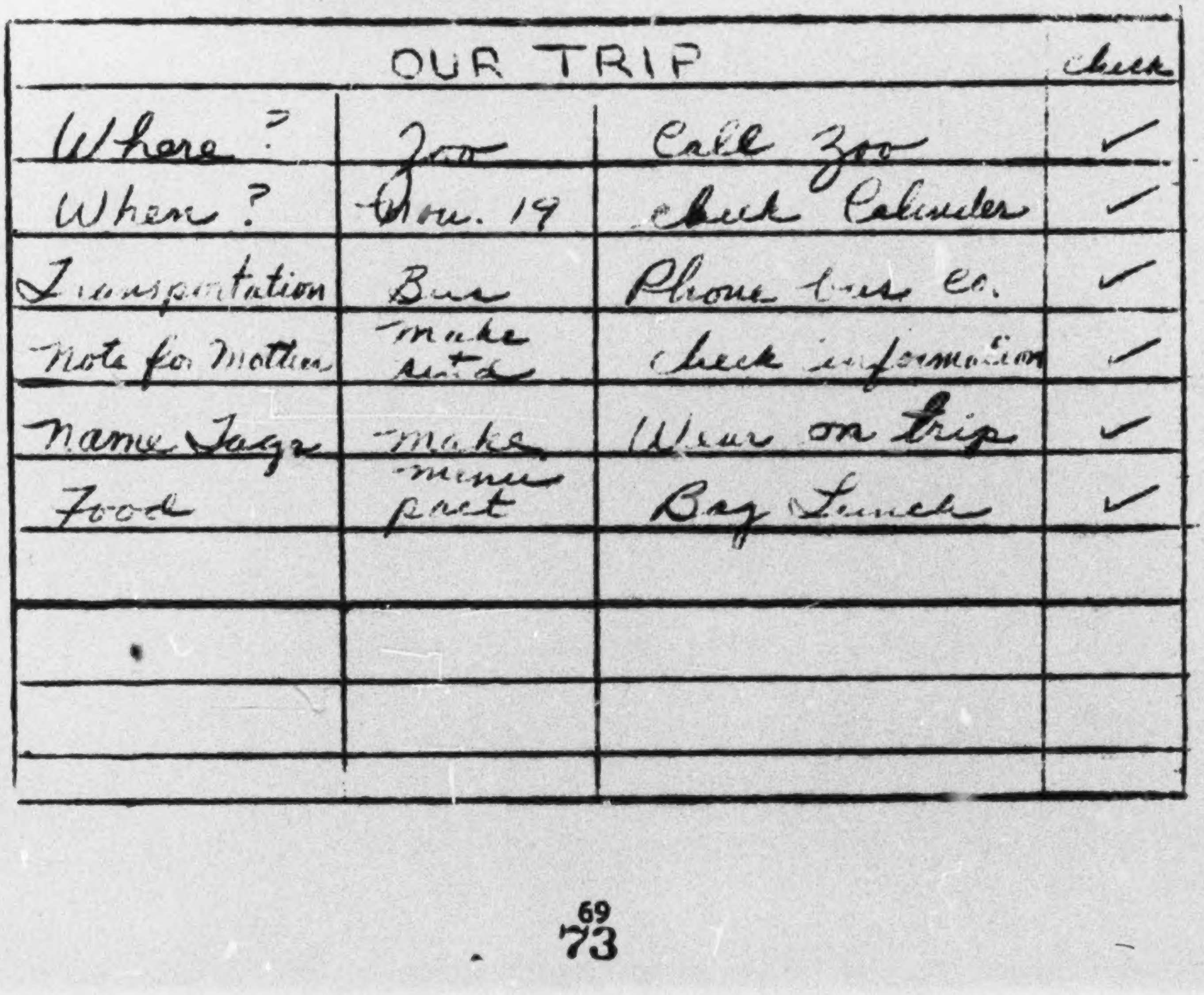


Reinforce the children for thinking of the steps that they need to take. When something is suggested that is not an appropriate step, help the children anticipate what would happen if the step were taken. Try to help them differentiate between steps that will and steps that will not be instrumental in successfully mailing the letter. After the steps have been outlined, reinforce each child for following them.

Note: This activity may very well correlate with a class excursion to the post office.

8. This activity is designed to help the children identify and carry out the instrumental steps for a complex activity. Discuss with the children the steps that need to be taken to prepare for a field trip. The instrumental steps required for the trip to materialize should be elicited from the children and outlined on an experience chart. If, for example, the trip is to the zoo, the following steps would most likely appear on the experience chart:

    a. Decide on day and time
    b. Call the zoo
    c. Call the bus company
    d. Write to the parents
    e. Talk about the zoo
    f. Pack lunch
    g. Write name tags
    h. Go to the zoo



OUR TRIP			Check
Where?	Zoo	Call Zoo	✓
When?	Nov. 19	check Calender	✓
Transportation	Bus	Phone bus Co.	✓
Note for Mother	make note	check information	✓
Name Tags	make	Wear on trip	✓
Food	menu pact	Bag Lunch	✓

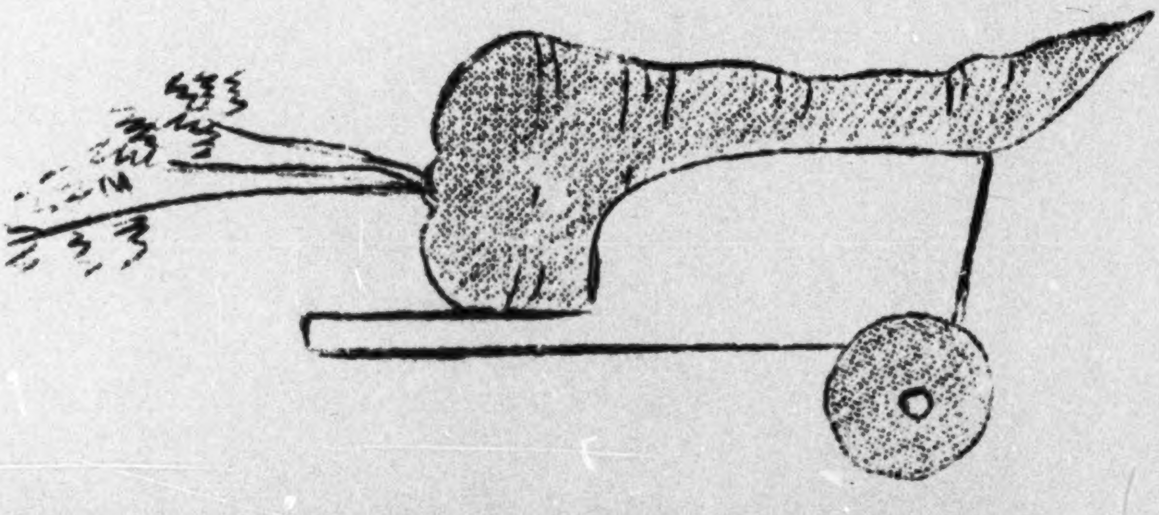
It is critical that you involve the children in the execution of each of the steps. After the trip, point out that the trip turned out well because all of the steps were carefully completed.

9. This activity should provide each child with a model who follows instrumental steps and an opportunity to follow instrumental steps himself. Read to the children the book, The Carrot Seed, by Ruth Krauss.

   After reading the book, emphasize how the little boy followed all the steps necessary for the seed to grow into a plant. Then model for the children the planting of a lima bean seed. Perform and verbalize all the steps necessary for the seed to grow.

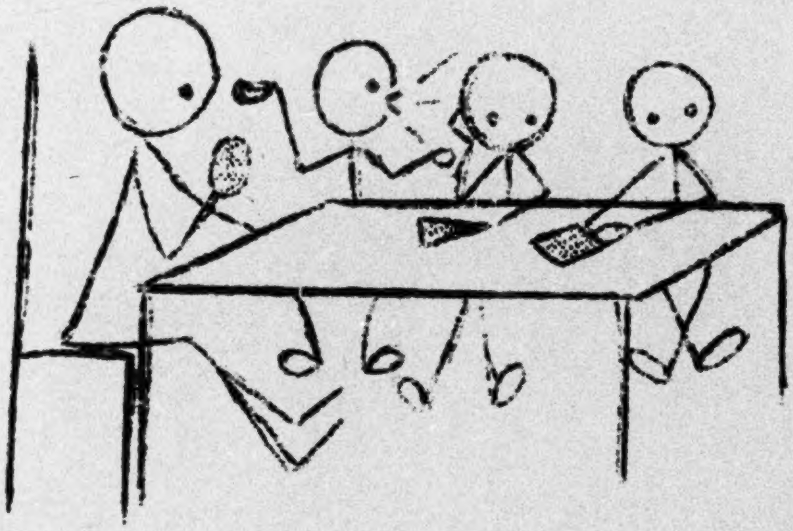
   Also outline the necessary steps on an experience chart. After you have modelled the planting of the seed and verbalized all the necessary steps, each child should be given an opportunity to plant his own seed. Each child should know the instrumental steps necessary for the germination of the seed: watering the plant, giving it sunlight, etc. Reinforce each child as he follows through each step. Continue to emphasize that if they do each step carefully, the seed will grow into a plant.

   Note: The instrumental steps might be reinforced again by the showing of a film about how plants grow.



10. This activity should help each child become aware that some ways of behaving are instrumental to learning. That is, certain behaviors such as listening, participating, persisting, etc., will help the child to learn and to achieve in learning in school. Ask the children to help think of things they do that enable them to get the most out of school. You may need to encourage the children by showing them pictures of children who are engaged in behavior that is instrumental to learning. If the children are hesitant to respond, supplement their suggestions with your own ideas. Continually point out how each behavior helps the children to learn. Then illustrate on a chalkboard situations in which one child is displaying behavior instrumental to

learning and another is not; e.g., illustrate a teacher introducing a sorting activity with triangles and circles and squares. One child is listening to the teacher's instructions and knows what to do and does it. Another child does not listen to teacher and does not know what to do and does not do it. Ask the children to suggest similar situations for her to illustrate. Summarize this activity by having the children recall the behaviors they have talked about that are instrumental to achieving in learning in school.



11. This activity should provide each child with many opportunities to observe their peers engaged in behavior that is instrumental to learning in school. Take each child by himself for a walk around the classroom. Point out to the child every example you see of another child engaged in behavior instrumental to learning, e.g., "See how hard Tommy is working on his puzzle," or "Maria is listening very carefully," etc.. During this conducted tour, show the child many types of behavior that are instrumental to learning. If possible, allow the child to select one such example of behavior instrumental to learning and you take a picture of it. After each child has completed his tour and taken a photograph, display all of the photographs on a chart with captions underneath each one, describing the behavior, e.g., Katie listens, Joseph tries again, etc.

12. This activity is designed to provide the children with an opportunity to see behavior that is instrumental to learning being used in a kindergarten classroom. Take three or four children on a tour to a nearby kindergarten classroom. The visit should be followed by a discussion of the behavior that was observed. Help the children differentiate between the behavior that they observed that was instrumental to learning and the behavior that they observed that was not instrumental to learning.

13. This activity should help each child realize that paying attention is instrumental to learning. Choose a well-illustrated book to read, e.g., a version of The Three Bears. Emphasize that the children must pay attention and listen carefully so that when you read the story the second time,they will be able to fill in some of the words.

The second time you read the story, omit as many of the significant words as the children can potentially remember. Pause as you come to each of these words, waiting for a response. When a child supplies the word, reinforce him by letting him point to the illustration in the book. If you elicit a word for which there is no illustration, reinforce the child by saying, "Tommy was really paying attention."

Throughout the activity, emphasize that it is paying attention that will help the children learn the story so they will be able to fill in the missing words.

14. This activity should help the children realize that remembering and obeying instructions are instrumental steps to learning in school. Introduce and play with the children the game, "May I?" Explain that three or four children are to stand in a line facing you on the other side of the room and that you will tell each one what to do, e.g., "Robert, you may take one step and one jump." Tell the children, however, that before Robert can do what you have told him to do, he must remember to ask "May I?" and wait for you to answer, "Yes, you may." Demonstrate with one child and emphasize the importance of each child's listening carefully to the instructions and remembering to ask "May I?" in order to play the game correctly. Vary the instructions for each child and reinforce listening as essential to following instructions as well as remembering and obeying instructions as essential to playing the game correctly.

15. This activity should help each child realize that listening is instrumental to learning. Explain that during this day you are going to play a listening game with the children. Throughout the day you are going to call one child at a time to your side and whisper some instructions to him. The child is to listen carefully and carry out the instructions. Reinforce each child for listening carefully and point out how important it is for the child to listen if he is to be able to carry out what he is to do and achieve in learning in school. The activity could be varied by your using humorous directions rather than serious ones.

16. This activity should provide each child with a model who has achieved a certain status in the community as a result of the following instrumental steps. You and the children should invite someone, such as a policeman, nurse, etc., to come into the classroom and discuss his accomplishments in terms of instrumental steps that he took to become what he is. If possible, the visitor should bring a series of photographs of himself taken at various stages in his life. He should emphasize to the children that he became what he is by following a

number of instrumental steps, i.e., going to school, taking special training, etc. If appropriate, this activity should be followed by a visit to the place of employment of the visitor so that the children can establish more fully in their minds the idea that people are what they have sought to become.

Unit V

EVALUATIVE RESPONSES

The purpose of this unit is to help each child learn to evaluate his own behavior, i.e., to think about what he has done and compare what he has done with what he wants to do. At this point, the location of the standard--whether it is external or internal--and the content of the standard--the degree of excellence required--should be overlooked in preference to emphasizing the process of evaluation, getting the child to compare what he has done with some idea of what he wants to do. Being able to look at or visualize two instances of behavior, real or abstract, side by side and see their similarities and differences is the basis of evaluation.

ONGOING
ONGOING
ONGOING

Ongoing Activities

1. Continually model the process of evaluating, i.e., the comparing of what you have done with some standard of what you want to do. In order to make the children aware of the process you are modeling, verbalize your evaluating; e.g., you might say after completing a display of flowers, "I wanted to brighten this corner up with some fresh flowers, but the colors I have used are too dark to do the trick. They do smell pretty, however, and they look better than no flowers at all." Be sure to model this process not only when you are satisfied with what you do, but also when you are not satisfied and want to change something.

2. As opportunities present themselves during the day, point out examples of evaluative responses. Whenever you see a child trying to appraise his own work, capitalize on the opportunity to remark to those around you, "See how Tommy is thinking about what he has done."

3. Continually encourage each child to stop periodically and look over what he has done and ask himself, "Is this the way I want it to be?" Then help each child make his own evaluations of his work and reinforce him for his efforts in evaluating. The evaluative responses may be difficult for some children to verbalize, but making them aware of the process of evaluation is an essential first step.

4. It is extremely important that you not impose your own standards of excellence upon the child. Emphasize and reinforce the process of making a comparison and not the rightness of the comparison itself. For example, you might ask a child to draw two triangles and tell you which one is better. The child might select one and say that it is better because the lines are straight. In such an instance, respond by reinforcing the process of making the comparison, i.e., "I like the way you are able to think about and then tell me which triangle you think is the best," rather than by reinforcing the rightness of the comparison, i.e., "I'm glad you know that a triangle must have straight lines."

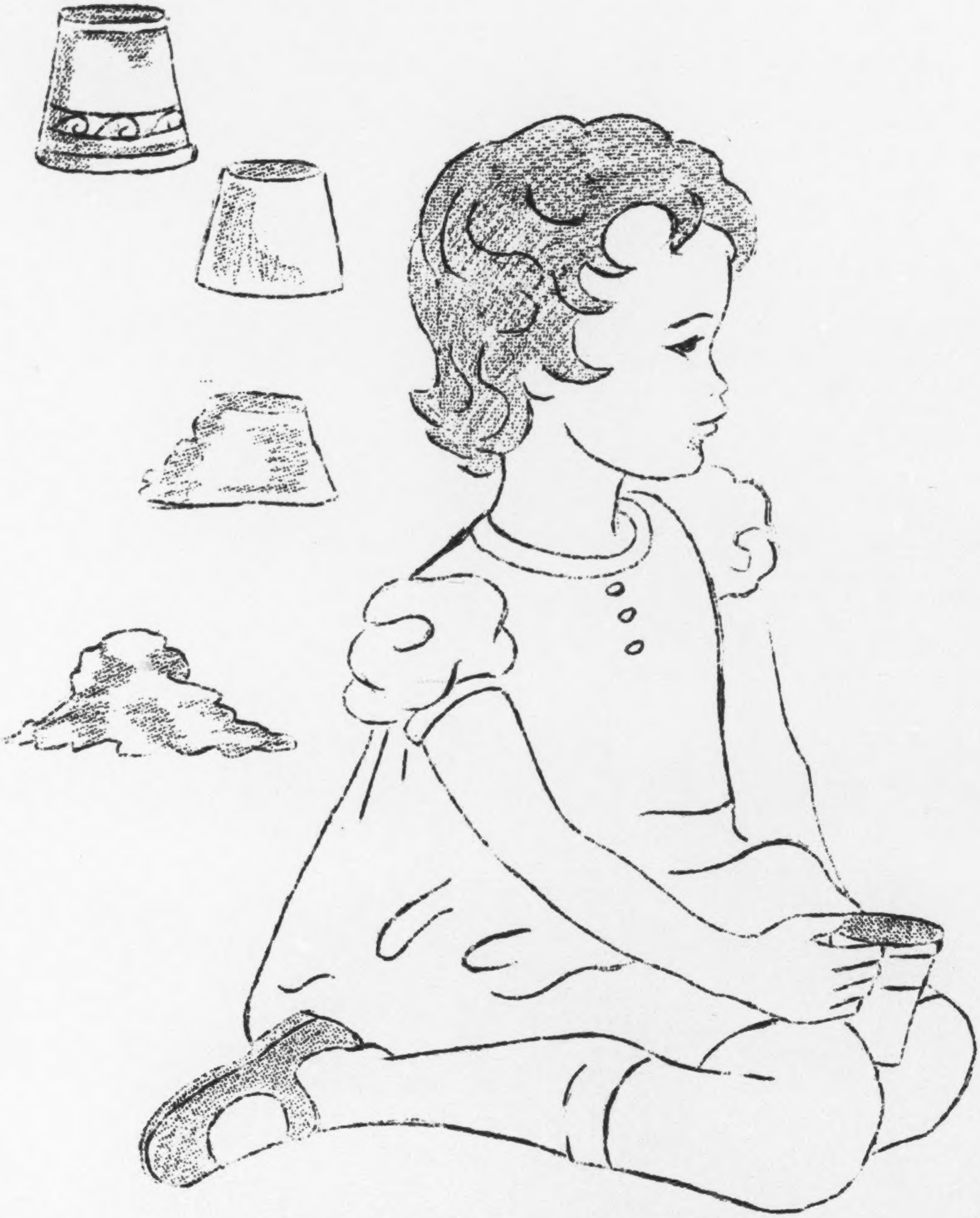
Specific Activities

1. This activity is designed to help each child learn that in evaluating he must know inside himself how something is. Give each child a chance to taste two distinct substances. Then talk to the child about how he knows that the substances taste differently, e.g., that one is sweet and the other is sour. Then emphasize that the child knows some things inside himself. By thinking about the two substances and the way they taste, the child himself knows how they are different. Reinforce the child for knowing inside himself the difference between the tastes and for any attempts he may make to verbalize the fact that he knows this himself.

2. This activity should provide the children with a model who asks herself, "Is this the way I want it to be?" During this day, model the process of evaluating the things you do. You might say, "I just finished redoing the bulletin board. I wonder if it is the way I want it to be? Will all the children be able to see the pictures or are some of the pictures too high? I think some of them are too high, so I will move them down a little. There, now. Is this the way I want my bulletin board to be? Yes. Now I am pleased." After you have modeled this process several times, start to model it once again. This time, however, stop just as you finish doing something and ask the children if there is something you should ask yourself when you finish. Encourage the children to tell you to ask yourself, "Is this the way I want it to be?" Reinforce the children for any indication they may give that they realize that one should periodically ask himself how he has done.

3. This activity should give the children an opportunity to observe evaluative responses in a young child. Use the cutout figures introduced and follow the procedures outlined in activity #12 of Unit I. The stories you make up for this unit should portray Peter and Maria evaluating some aspect of their own behavior, as illustrated in the following example:

> One day Maria decided she wanted to make some mud pies. So she got a cup, a shovel, and some dirt and packed the dirt into the cup. Then she turned the cup upside down and out came the mud pie. But as soon as it came out, the top fell off. Maria looked at the funny mudpie. She thought, "This is not the way I want my mudpie to be. I want mine to have a round top. I guess I will have to make another one." Maria filled her cup again. This time she added water and packed the mud in. Then she turned the cup upside down, and the mudpie came out. Maria looked at the mudpie carefully and asked herself, "Is this the way I want it to be?" The top was round this time, but part of the sides had fallen down. Maria didn't want her mudpie to have broken sides either so she decided to make another one. This time, she carefully put the mud and water in the cup and packed it in. Then she



turned the cup upside down and out came the mudpie. Maria looked at it carefully and once again she asked herself, "Is it the way I want it to be?" She thought about it for a long time; the top was round and the sides were straight. "Yes," she decided that the mudpie was just the way she wanted it to be. She was very happy. She did not have to ask her Mommy or her friend or her brother or her teacher or anyone how her mudpie turned out. She knew inside herself that her mudpie had turned out just right.

After the children have heard several stories of this type, let the children make up their own stories. Reinforce them whenever their stories portray a similar evaluative process.

4. This activity should give each child a chance to learn to stop to think about what he has done and ask himself the question, "Is this the way I want it to be?" Sit down with each child and ask him to select from the activities in his "I Can Do Box" one thing that he would like to do for you. After the child makes the selection and performs the activity, ask him to think about what he has done. Encourage him to ask himself, "Is this the way I want to do it?" Reinforce the child for every attempt he may make to evaluate his performance.

5. This activity is designed to provide the children with a model who evaluates and also with an opportunity to begin to verbalize the process of evaluation. Use the following skit:

Luffins Shows Something He Knows How To Do

TEACHER: Today, children, Luffins wants to show you something he knows.

(Have Luffins appear boldly holding a crayon in his mouth and whisper in your ear.)

Luffins would like to show you that he knows whether or not he writes the way he wants to.

(to Luffins) Luffins, are you ready to show the children?

(Have Luffins nod and busily prepare his crayon and large sheet of newsprint. Have Luffins begin to write his name and then suddenly stop and whisper in your ear.)

Oh, Luffins wants me to write his name first so he will see the way the letters should look.

(Write Luffins' name. Have Luffins watch very carefully. It should be obvious to the children that he is watching intently.)

There, Luffins, now you are ready to write your name!

(Have Luffins nod his head confidently in agreement. After he finishes writing his name, have him stand back and survey it critically. Then have him whisper in your ear.)
Luffins says that he will write his name again and then...
(to Luffins) What was it that you said?

(Have Luffins whisper again.)

Oh, yes... He will write his name again, and then he will show you how he knows which name is written the way he wants it to be.

(Have Luffins write his name a second time and then survey the two names he has written for a long time. Have him look back and forth from one model to the other. Have him look at each letter for a long time, and finally put a big red star by the name he thinks is written the way he wanted it to be. Then have him turn to the children and give a gallant bow.)

Wonderful, Luffins. See, children, he looked at both of the names he had written and evaluated them carefully against the one that I had written; and then he knew which one was the way he wanted it to be.

Children, can you tell me what Luffins did? How did Luffins know if his writing was the way he wanted it to be? (Elicit from the children descriptions of the evaluative process Luffins used.)

6. This activity should provide the children with a peer model who learns the evaluative responses. Read the following story to your children. Use the chalkboard to show both the teacher and Peter making the letter "A".

Peter Knew It Was the Way He Wanted It To Be

TEACHER: Remember Peter? He was the little boy who could not think up what he wanted to do. Finally, however, he did think of something and he was very pleased with himself.

Well, one day Peter thought he would write the letter "A." He chose the letter "A" because it is the first letter of the alphabet. His teacher showed him how to print it. He listened carefully and watched her print. "A line going up and then a line going down and then a line across," she said. Then Peter made the letter. He said to himself, "A line going up and then a line going down and then a line across."

Peter made a whole row of the letter "A" and showed his work to his teacher. "Do you think these letters are the way they should be?" Peter asked. His teacher answered, "Peter, I can't tell you if your writing is the way you want it. You must know yourself if it is the way you want it to be."

Peter thought a minute and then said, "How can I tell if this is the way I want it? I'm only a little boy and you're big." His teacher answered, "Oh, Peter, you're a big boy because you can write all by yourself. Now you must think about what you do to see if it is the way you want it to be." Peter said, "But how do I know?" The teacher said, "Peter, think about it a little while and then we will talk about it again."

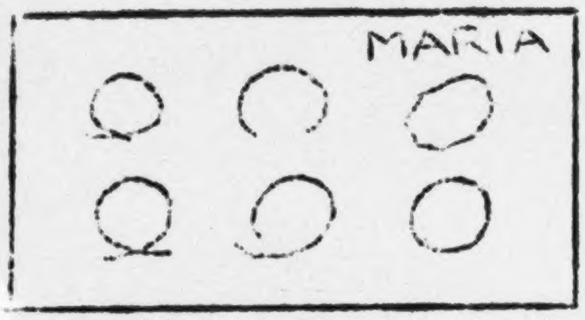
Peter said to himself, "Well, I just don't know." Then Peter looked at his writing carefully. He found one "A" that had a line going up and then a line going down and then across.

"Gosh," he said, "Now I know how to tell if my writing is the way I want it to be. All I have to do is to remember in my mind what the 'A' looked like and then see if the 'A' on my paper is like the 'A' in my mind."

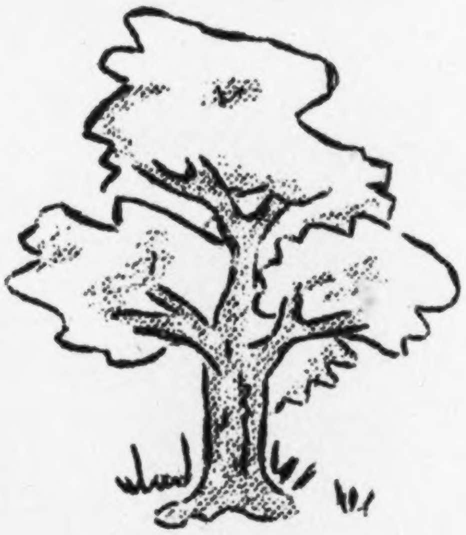
Peter rushed up to his teacher. "I know how to tell if my writing is the way I want it to be. First I think in my mind what the letter 'A' should look like, and then I look carefully at all my letters and see which ones are like the one in my mind!"

"My goodness," said Peter's teacher. "You certainly do know how to tell if what you do is the way you want it to be."

7. This activity should give each child an opportunity to be reinforced for evaluating his own performance. Sit down individually with each child and give him a cardboard pattern for a circle. Ask the child to follow the pattern and draw a circle for you. Explain that the child may try as many times as he wants to until he feels that he has a circle that is the way he wants it to be. Then he should give that circle to you for display. Watch the child carefully for any indication that he is evaluating what he is doing. For any such indication, reinforce the child abundantly, telling him that you are very proud of the way he can look at what he has done and think about whether or not it is the way he wants it to be. In order for you to be able to work with each child individually, this activity may take several days.

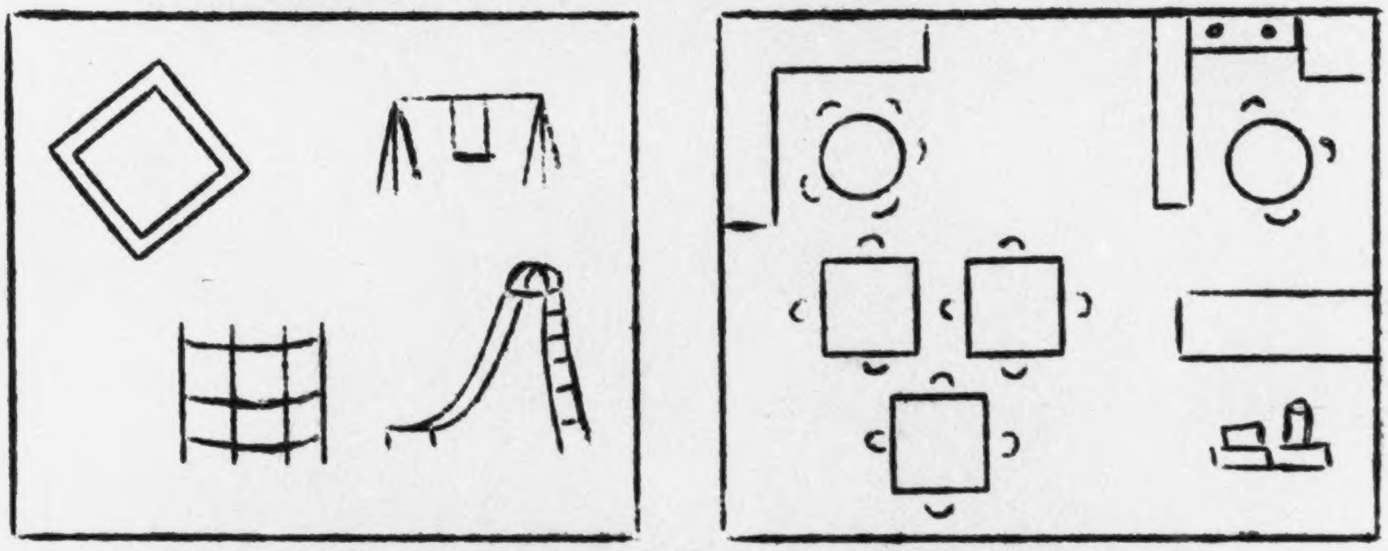


8. This activity should give the children an opportunity to observe the process of evaluation as an integral part of some behavior. Emphasize that as one is engaged in some activity he should continually evaluate what he is doing and use his evaluations to improve his performance and/or product. Use the following approach, saying to the children:



> "I want to draw a picture of a tree I saw on my way to school this morning. It looked like this.... No, that's not right. The branches were higher than that. The leaves were thick and full.
>
> Show great deliberation in drawing, occasionally changing and emphasizing that you want to get the picture you are drawing as near as you can to the picture in your mind of the tree you saw. Continually verbalize the entire process, e.g., "You see me changing little parts so that I can get it just like the picture I have in my mind. There you are; this one is just right."
>
> Model deliberation, rejection of poor specimens, and satisfaction obtained from finally drawing the way you want to. Finally, ask yourself, "Is this the way I want it to be?"

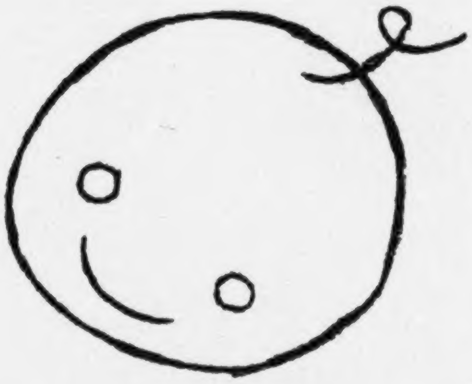
9. This activity provides the children with an opportunity to become involved in the ongoing evaluative process. Follow the general procedure outlined in activity #8 of this Unit. In this activity, however, involve the children in the evaluative process by asking them to tell you what they think about what you have drawn and letting them suggest corrections. You and the children should continue this procedure until they ask the question, "Is this the way we want it to be?" and are satisfied with the answer. Suggestions:

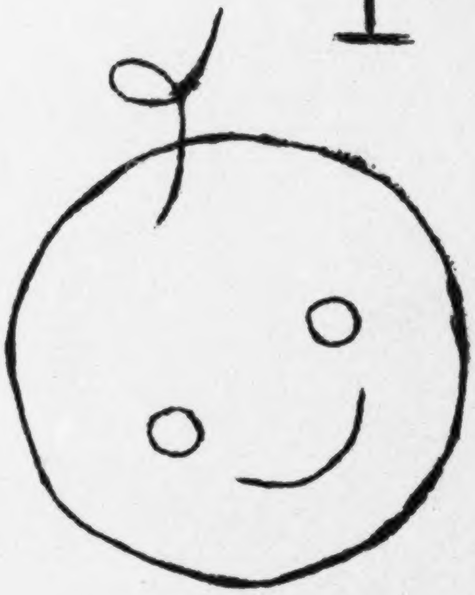


Put things in the wrong place and let the children correct you.

10. This activity should give each child several opportunities to evaluate his own work. Give each child a copy of the booklet, "Is This the Way I Want It To Be?" Work on the booklet with small groups of children. Read the text and let the children complete the activities as directed. After a child completes each page, help the child ask himself the question, "Is this the way I want it to be?" In the space below this question on each page, write down the child's answer to this question. The child may answer with a general approval or disapproval, or he may include specific comments relating to why he does or does not like his work. Reinforce the child for asking himself the question and for thinking about the work he has done. This activity may take several days.

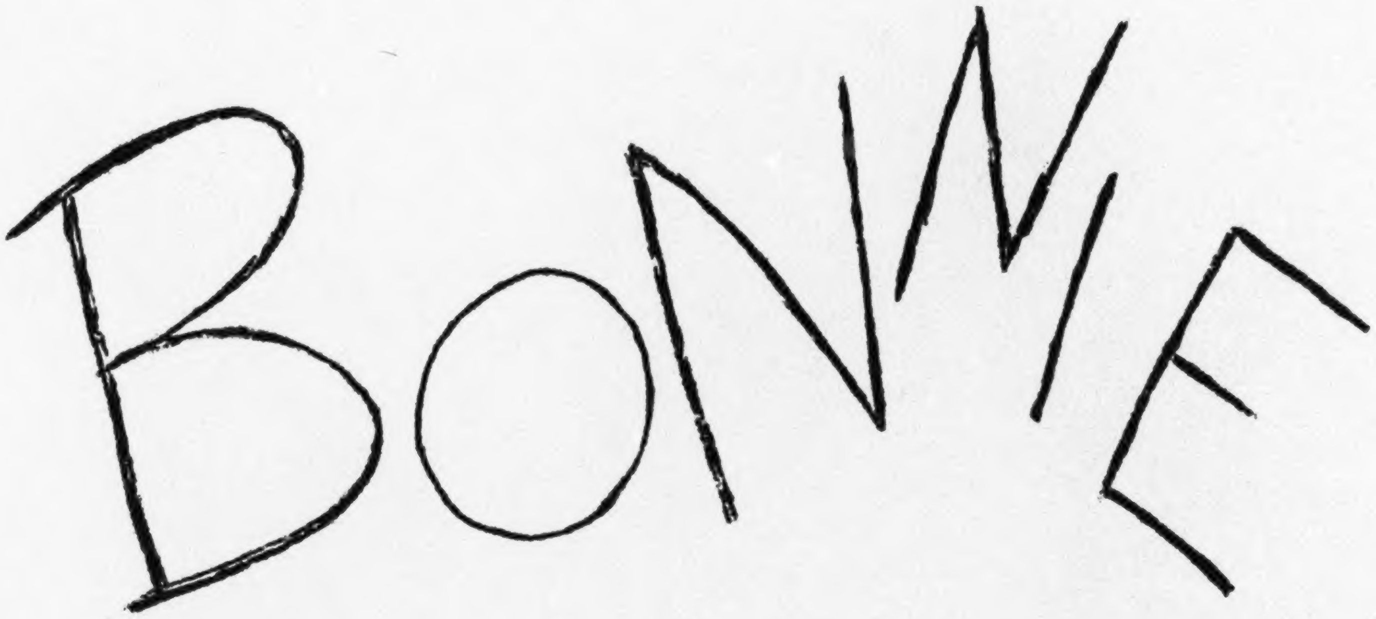
IS THIS THE WAY I WANT IT TO BE?





My name is ______________________________

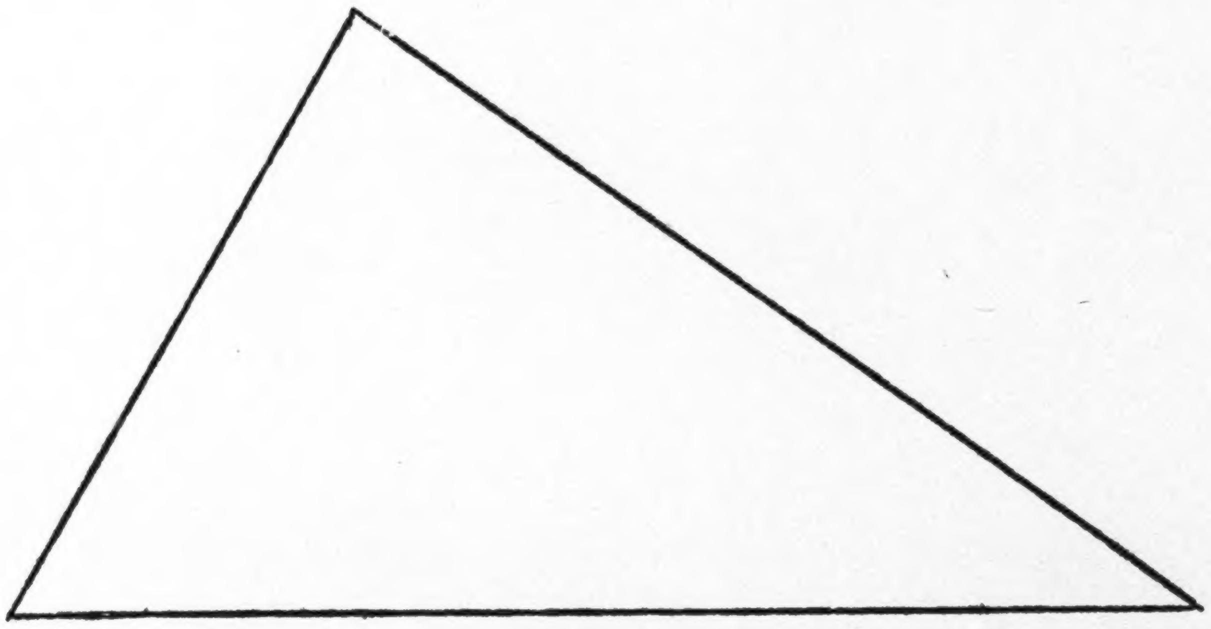
I print my name like this:



There, here is my name.

Is this the way I want my printing to be?

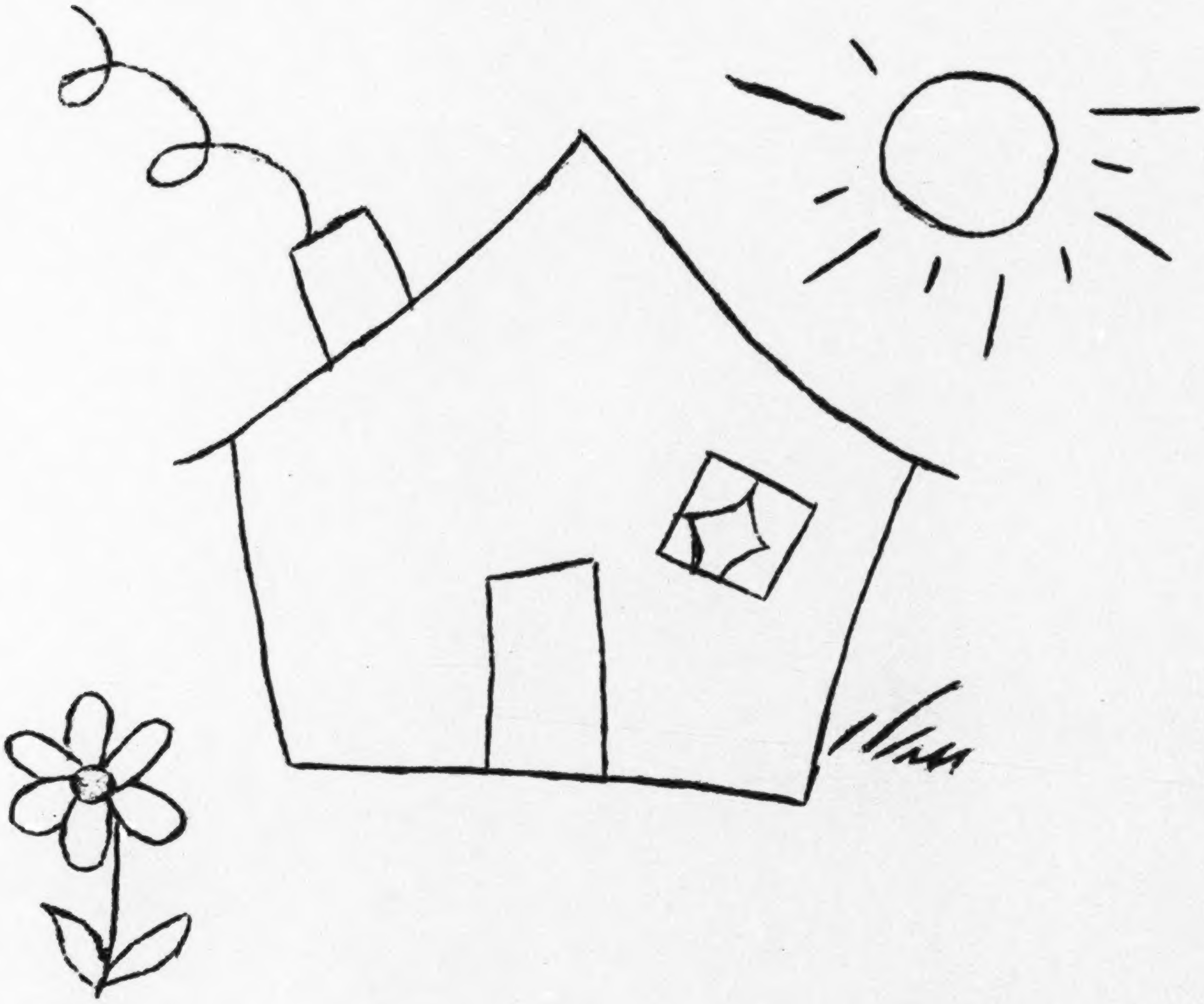
I draw a triangle like this:



There, here is my drawing of a
triangle.

Is this the way I want my drawing
of a triangle to be?

I draw a house like this:



There, here is my drawing of a house.

Is this the way I want my drawing of a house to be?

11. This activity should help the children think back through their activities of the day and evaluate something they have done. Just before the children leave for the day, discuss with them the various things that they did during the day. Encourage them to suggest things that they did that turned out the way they wanted them to, and things they did that did not turn out the way they wanted them to. During this discussion, continually reinforce the evaluative responses the children make. Also list the strong and weak points of the various activities on the board as they are suggested by the children.

12. This activity should help the children see that evaluating should influence subsequent behavior. The day following the completion of activity #11, discuss with the children their evaluation of the previous day. Help the children think of ways they can improve, based upon their previous evaluation. These ways should be written down and then referred to during the day. At the close of this school day, again ask the children if things went the way they wanted. Again encourage them to evaluate their performance primarily in light of the objectives they had set for themselves. Evaluating at the end of the day and setting up objectives based on these evaluations at the beginning of the following day should become daily activities.

13. In this activity, the child should be helped to evaluate what he has done and given an immediate opportunity to utilize this evaluation in a second performance. Again sit individually with each child. Ask him to draw a shape, e.g., circle, square, triangle, etc. After the child has drawn the shape, help him ask himself if it is the way he wants it to be. Encourage the child to verbalize both the strong and the weak points of his drawing. Be careful that you reinforce the child for evaluating and that you do not evaluate the child's

judgment. Then ask the child to draw the same shape a second time, keeping the strong points and improving the weak points. After the child has completed the second shape, again help the child to evaluate what he has done, particularly in terms of what he set out to do. This activity may take several days.